



TIMES PAST
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clearly the danger of a secondary school curriculum dominated by examinations. The new examination will be judged by whether it makes that domination more or less oppressive. As a sop to the O-level-standards lobby, it will be left to the GCE Board to settle the criteria for the top three grades of the examination; those criteria will also have an important bearing on the grades below because it is evidently intended that attempts to coordinate curricula should continue, and that there should be enough common ground in the examination syllabuses for pupils to postpone as late as possible the decision of which papers to take.

Exactly how the examinations would operate in each subject has still to be worked out. In theory, presumably, it might still be possible in some subjects for a consortium of examining boards to put forward a single set of papers for

examining across the whole range; in most cases there will be more than one level at which papers are set; some candidates will be entered for papers, in which success might bring the award of a pass in grades one to three (the old O level pass grades); at the other extreme some candidates will only be entered for papers leading to the lower, former CSE, grades.

Much interest will centre on how those in the middle range of ability are to be dealt with. There will have to be effective ways of bridging the divide without simply encouraging every school to enter pupils for the more difficult papers just to be on the safe side. It is obviously intended that a closer coordination of syllabuses should make it possible for schools to delay as long as possible the decision about which papers to enter a candidate for.

attended by the bulk of secondary pupils need a unified examination system. They have jibbed at the imposed administrative structure outlined by Waddell believing, probably correctly, that a better and more acceptable arrangement could emerge from negotiation. They have deliberately let a lot of loose ends in what is an untidy bundle. There is no reason why these proposals should be rejected by Mr Kinnoch and his friends; they Incorporated enough of the earlier planning to maintain continuity, without precluding the possibility of future development on more comprehensive lines.

All that remains is to christen the generation. Perhaps campaign promises demand that the new single system be examining at 16 plus should simply be known as the General Certificate of Education at Ordinary level. Alternatively there is the School Certificate...

by Stephen Collier

Thousands of children will be faced with sharp rises in tuition fees for musical instruments from April.

Planned increases in charges, by local authorities, could have a devastating effect on youth orchestras, according to a Musician's Union official.

Parents of young musicians in Somerset are to be told that tuition fees for such instruments as the violin and drums are to rise from £10 a term to £2.50 for a 45-minute lesson.

Schulth is proposing to charge

Contrast in styles among onlookers this week during Westminster School's sixteenth century custom of fighting over a pumucke, which had been tossed into the hall. Twenty-five boys took part in the ceremony called "the Greaze", apparently named after an old English word meaning a fight or a scrumming. The event commemorates Shrove Tuesday. This year it was won by Mothew Baker, aged 17, who hopes to go into the Army.

The first signs of the complications and confusion which normally surround teachers' annual salary negotiations appeared this week when the second biggest teachers' union announced its policy for the 1980 pay claim.

The National Association of Schoolmasters-Union of Women Teachers has decided to press for an 18.4 per cent pay rise. But as the 1979 claim has not been settled yet, there are no real figures on which the claim can be based.

Instead, the union has decided to assume that 1979 salaries should be 99.1 per cent more than what they were in 1974.

This claim will be presented to the four other unions represented on the teachers' side of the Burnham Committee next Tuesday. It is unlikely to attract much support, according to the National Union of Teachers, which has a majority block vote.

by Mark Jackson

Legislation before Parliament to make school leavers wait for social security benefit may increase youth unemployment, warns a confidential Manpower Services Commission report.

The Social Security Bill postpones the right of leavers to benefit until fixed dates—approximately the end of the holidays after they leave. In a report to the Youth Employment Council, the commission's officials say the change is likely to lead to a rush of leavers to get into the Youth Opportunities Programme to qualify for assistance immediately, instead of looking for a job.

The officials fear this places in the programme which are needed for youngsters who will otherwise remain unemployed will be taken by the more able leavers who at present find job after a few weeks on the dole.

The officials say that the only way to prevent this happening would be to reintroduce a long waiting period before leavers become eligible for admission to YOP—a restriction which was removed because of opposition from those operating the programme, including employers and career staff, and the youngsters concerned.

The report also points out that the proposal to pay the new child benefit to the parents of leavers until they become eligible for the date is likely to mean a heavy extra administrative cost to the commission or the Department of Health and Social Security.

Being quick on the uptake isn't everything

The Schools Council report on the take-up of science in the curriculum development project for secondary education raises many of the doubts engendered by the report on primary, taken two years ago.

The point is that curriculum development is, and ought to be, a shabby business. It ought to be experimental, tentative development, and the greatest danger of implementation would be deadly; if new materials cannot commend themselves on their own merits, to teachers, they don't deserve to make any headway. The disposition of new materials and methods from above is not only undesirable but can be dangerous.

Each project is aimed at a different audience. Some projects have a large target—like the Nuffield Science and SMP projects. Others, quite properly aim at individual subjects which at best can hope to interest fewer teachers. Some are aimed at the right-hand side of the spectrum, where good judgment and careful choice, and some upsurge of popular interest. Some, more practically, like the ROSA projects, are a response to a clearly articulated national need and are likely to be backed up by funds at the school and local level.

It is not clear how much of the money is to be paid for from diminishing capitation funds is an acute difficulty at the moment. Looking back over the years it is obvious that cash has been more forthcoming for some projects than others, and that the up-take of materials has varied as the money has ebbed and flowed with the national purse.

It is obviously sensible to nullify over the evidence assembled by the Council in the hope that it will help to make better plans for the future. The present policy is to concentrate funds on dissemination and on local development, by writing the money into the budgets of the projects. It is hard to spread new money thinly across the country to minimize the risk of failure.

But this reflects a general nervousness on caution more than anything else. The Council stands like St Sebastian, as planned by arrows from a previous era, so threatened by the arrows of the future. And a matter of great importance is the development work in the schools of the past few years, and now it is time to defend the cause of development.

By itself, of course, curriculum development is not the answer. There is an obvious need now to back it up by in-service training, and by deliberately encouraging every school to think, and think deeply, about the curriculum in response to the contemporary heritage of official advice. No less obviously, this need is not being met. The Schools Council must not lose its developmental focus. It must make sense of the idea if thinking schools are to make sense of curricula (or simply what many ministerial directions on how the curriculum should be ordered.



Paul Ringer

The man who could be Labour's next Education Secretary (some say the Prime Minister) but one who, if he becomes father to a scion for managing the Welsh rugby team, could not be expected to remain silent at a meeting of the Welsh Rugby Union off a field against England last Saturday.

Mr. Neil Kinnock can speak from experience. His own premature departure from the game followed on under the same leadership from a Welshman who was a player for a long time but continued to deliberate on whether a dead man could score a try.

He survived. But it was the politician, not the international right-winger manager, who was on the field. On the field, he would have thought a good referee would have sent a few men—two from each side.

Ah, yes. The theory for equality, rising a grade from the Welsh Rugby Union. But that was not the opportunity. Equality, opportunity, was for Pini Kinnock, either to the law or to the law, and he chose the latter, a pity having displayed a similar tendency

month earlier against France, thus ensuring he would be closely watched last weekend.

"Nobody in Wales considers that the Ulster football players are a threat to the peace of the island and the valleys, where Saturday's opponent, my enemy, is England," in England.

The motorized chorists rolled eastward across the shores to the stadium identified in the programme with the Tory Party.

HO. It is rumoured that a few young men, having years ago read and misunderstood Napoleon's dictum about every private soldier carrying a stick about as big as his knapsack, are stirring up trouble. They are convinced that one day there will be an emergency and the loudspeaker will appeal for any Wolsheim with his kit to report to the dressing room.

It is rumoured that he must be years now since Mr. Kinnock gave up telling his jersey to Twickenham. Unpickled, with the dragon pulled off, it converged nicely into a red flag he found. It stirred to see him walking about that way. Now he is a man of the cloth, that is, if he does become Education Secretary, or even Prime Minister, he will abolish Rugby

The report of the Conservative Party's Bakers Committee, recommending the break-up of the Inner London Education Authority (pages 5), puts it a careless hostage to fortune in its first page. It declares: "Those favourable views of the value of the Inner London Education Authority that the educational needs of Inner London are so exceptional that 'a quite unique arrangement should continue'."

A defendant's idea in purely intellectual terms, but surely wrong in practical application. Anybody who recommends the upheaval of yet another local government reorganization affecting London's education, with all that that would mean for staff and children at a time of cuts and cuts, really should put us on our guard and also case themselves. This the Baker Committee fails to do.

It has produced a hasty and unbelievable superficial document that achieves the reputation of being less than the sum of its parts have suggested. We can only predict, for example, that the committee would simply not have bothered to do any of the necessary projections on the likely savings of staffing, in the event that such a move were made.

The main thrust of the report's argument

is that IEA spends more on education per head than any other authority, and gets the worst exam results. The figures used to support this argument break every rule in the book in that they are selective, out of date, fail to compare like with like, or what go-

in with what comes out. This cao, in port, be redressed by a reader who refers to ILBA's own report on exam results published two weeks ago and any case to measure the value of education published in exam results is bound to be spurious.

Are they suggesting that results would be better if less money were spent, or if education committees had to fight harder, or if thorough treasurers for their share of resources? And their selection of statistics does not begin to settle the old debate whether results might have been better if comprehensive had never been introduced.

They may be an argument to be made in favour of the break-up of ILBA, particularly on grounds of accountability. But this line—long on assertion, short on thorough research—totally fails to make it.

The figures issued this week by the 19th Conference of Principals and Directors of Colleges and Institutions of Higher Education (page 5) provide a thought-provoking commentary on the present state of teacher employment.

For many individuals who have wanted to qualify themselves to practise a profession to which they had hoped to devote themselves wholeheartedly, these figures represent a great deal of disappointment. A genuine loss of talent will result as the wisely-behaved raised the standards of education. It is not obvious that the schools will be able to turn out to the profession those who are selective from among those who succeed in completing initial training. Looking at it all in all, a 75 per cent chance of securing a teaching post at the end of the candidate's university course would be a great improvement. It is not surprising that many would seek to contract out of the system.

A good education, course structure and responsible base from which to teach are things besides teaching "if it is to be a first-rate good education course, either.

Figures show that 99 per cent of the qualified summer have succeeded in entering their employment.

"Redburn is the only school in Hertfordshire still with secondary modern status, and its former Education Secretary Mrs. M. Williams ruled two years ago it should be developed as an all-ability school in line with the others.—Hertfordshire Evening Express, Post, January 22, 1988.

Another factor will increase its feasibility. In April from \$5 to £10-a term, but chairman who gets free school transport who get free tuition.

Mr. J. J. Flaherty, Somerset's deputy chief constable, officer, said that week their letters, and to be sent to parents informing them of the rise. They can pay the new fee or opt for a shared lesson costing £12.

The rise, coming on top of planned increases in school dinner and bus fares, could put many children beyond the reach of all but the rich, according to Mr. Ken Bringley, chief organizer for the Students Union.

He said: "It is beyond doubt that the rise will be deterred by the rise in the price of the school is going to increase the pressure again and it is bound to have an effect on the work of the school."

Standards at

... from page 1.

... though not a grade 1. In
... subjects it might be possible
... to get the higher GCSE grades

... new system is not expected
... until 1986. Arranging
... of the course and then devising
... criteria is expected to take at
... three years. The new syllab
... would then have to be taught
... two years before the first can
... be examined.

... proposed national criteria
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be the coordinating body envisaged in the Waddell report that would thrust out national criteria and ensure compatibility of practice and results between groups of boards.

The Government's new proposals do not formally recognize the need for a body through Mr. Cossack acknowledged the Council's importance as the national body responsible for curriculum and exams. He said the DES would receive their comments on the proposed criteria but he would have the final say.

Mr. Cossack claimed the clearer the national criteria the more likely it would be that pupils being entered for exams they were clearly unsuited for. He added that the Government was interested in seeing some form of profile report for all school leavers.

He thought the new criteria would result in reduction in the amount of Mode Three assessment.

The Government's plans are broadly what some GCE boards were asking for. The CSE boards, however, are less happy with it.

Dr. Peter Andrews, chairman of the Standing Conference of CSE Boards, said: "This form of words does nothing. It just puts all the responsibility on to the exam boards." He envisaged long and tortuous negotiations which the guide-

they been noted upon, would have considerably increased.

He believed the outcome in the end would be much the same.

"Anybody who has any knowledge of this knows the only way forward is what the Waddell report proposes."

The CSE boards were prepared to meet the new rule in the principles of the teacher control and syllabus arrangements worn observed. Mode three would continue but within a much tighter framework that was already being worked out.

He thought no one would object to trying to set absolute standards but there were technical difficulties. The Schools Council would have to be involved in setting national criteria. "There is no choice. You cannot have different areas deciding on national criteria."


The National Union of Teachers attacked the Government's proposals as ill-considered, ambiguous and unhelpful. The proposal disguised all the disadvantages of the present system under a scheme for common grading.

The National Association of Headteachers welcomed the scheme. "The Government's proposals to preserve public confidence in the standards of public examinations and to support the Government's move to retain the present O level standards which are understood by both

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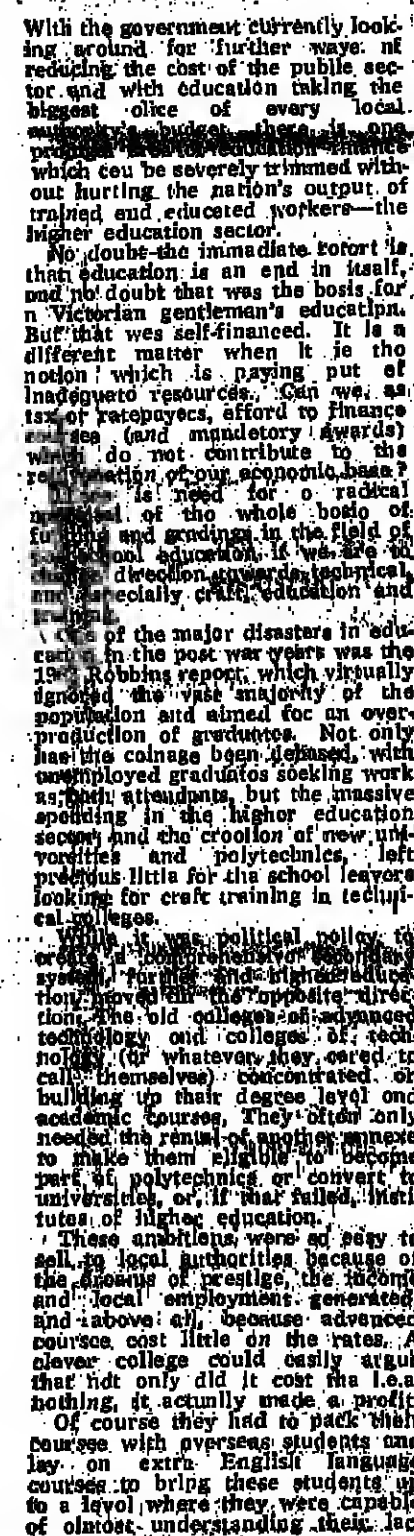
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Can we afford to finance higher education courses that do not contribute to the economy? asks J. B. Fuller



turers. The recruitment reflected the number of seats rather than a student's ability to pass an examination. "The ability to benefit from the course" was, and still remains, the rule at the institution's discretion. This was enough to have a doubt in the mind of the local and overseas student a visa, and make a course viable; keep the staff in business and increase the I.E.A.'s claim on the Advanced Further Education Pool. The Pool grew and grew, and the per capita contribution of local authorities went up, but only the authorities which had no institutions with advanced courses to make claims against the Pool. The I.E.A. was not to be footed out. The name of the game has been to get back your contribution to the Pool—plus, Authorities such as ILEA have done well for decades. No wonder the spending plans and new proposals for the proposals were so easily approved by the controlling I.E.A.s—they were Poolable! Not so the local "top" The rates will have to go up and it is election year, so make up your mind with W.P. I think that's your year.

Now the Advanced Further Education Pool has been copped. But still there's little effective control, even by the inspectorate, who appoint an advisory state and leave the local authority to do as it pleases. The I.E.A. has no right of education Pool but a Non-Advanced Further Education Pool. Better still, abolish the Pool and establish a directly accountable responsible body for the management of local authority budgets.

The Burnham system also encourages colleges and staff to their own private prospects to concentrate on full-time courses to the neglect of the local authority or group. I heard of a department or a group (or principal) sell yourself a director) concentrate on advanced (post-16) full-time courses. Concentrate on full-time courses too, for they are the point of view that counts. The full-time and moon hard work selling courses to employers, and making reports to employers on progress. So expand the full-time courses and keep them viable with overseas students. The Department of Education Regional Advisory Council, and C.A.A. for new courses.

As universities are outside the

Wide union support for action on 'day off' for marking and prep

Leaders of the National Union of Teachers are to be urged to support industrial action aimed at securing the equivalent of a day off a week for marking and preparation times.

Widespread support is already being voiced for the move which is part of a motion to be given priority at the union's annual conference in Blackpool this Easter. If adopted as policy by the union, action in support of marking and preparation time could begin in September.

The call forms part of a consultation which seeks to reaffirm the union's policy of sanctioning industrial action in teacher's classrooms only in primary and secondary schools and 27 in reception classes. It has been backed by 16 local associations of the NUT.

Sponsors of the motion say pressure to mount the campaign comes from primary school teachers—many of whom are under inadequate time off to prepare lessons. It calls for a minimum one-fifth marking and preparation time in all schools.

Mr. John G. Jones, press officer for the Birmingham Association of NUT, one of the 16 to back the motion, said: "What we are saying is that as a profession and a similar situation is a lawyer's office. I have to go to my room to prepare my brief for the case."

[illegible]

Quarter of college student intake do not enter schools

BEEd most likely to lead to job

One of the main reasons for the shortage of teachers in the education system is the fact that many graduates of the Education Department do not obtain teaching posts in the United Kingdom. This is particularly true of the graduates of the Education Department who are not successful at finding a job. The Education Department has a 77.58 per cent of them obtained teaching posts in the United Kingdom. The Education Department has a 77.58 per cent of them obtained teaching posts in the United Kingdom. The Education Department has a 77.58 per cent of them obtained teaching posts in the United Kingdom.

Sarah Bayliss

Link between overseas trade and the training of foreign students was backed up with anecdotal evidence this week by Professor Robert Hamelind, principal of University of Manchester Institute of Science and Technology.

Giving evidence to the overseas education sub-committee, part of House of Commons select committee on foreign affairs, Professor Hamelind said the work of the former students who were leaving in business to their own countries.

He was managing director of a firm in India; another was a director of a chemical company in Japan; another director of the

Sudanese department of industry; and a fourth director of a large chemical firm in Buenos Aires.

"It would be wrong to make out that every overseas student puts back millions of pounds into Britain through trade but at least they are aware of our products and what we have to offer," he said.

A former UMIST student from Venezuela who studied micro-processors applied to gearboxes while in Britain, had recently imported equipment from a British manufacturer. A student from Egypt now in trade of home had ordered British computing equipment worth several millions of pounds. A South American company requiring electronics equipment had asked a British firm for a quote. "We don't get the job but at least we are aware of

John Rae Assisted patients

schema was designed to help, Mr. Howarth particularly criticised the "very small minority" of top doctors who opposed the scheme. Asked whether Dr Sunahine had not put forward a reasoned case against the scheme, Mr. Howarth replied that Dr. Sunahine ran an expensive clinic in London, and that his views were therefore "unrepresentative, irrelevant and hypocritical".

Organisations representing doctors and administrators in the National Health Service have long since condemned the scheme, Mr. Lloyd, the General Secretary of the Association of NHS Doctors, described the scheme as a major medical and political blunder.

In an interview on the *World at One*, the minister answered questions on the scheme.

Minister, how do you know that there are patients in NHS hospitals who cannot get adequate treatment, where they are?

M. It is generally accepted that there are special cases where patients are suffering from conditions that NHS hospitals cannot cope with.

Has the Government consulted the NHS doctors about these special cases before launching a scheme to remove the cases to private clinics?

M. No. There was no need. It is common knowledge that such cases exist.

Assuming that they do exist, identify them? Will the scheme identify them?

M. It is up to the patients to apply and for the private clinics to accept

A new system of financing local government including national minimum standards must be introduced to assure equality of opportunity, says Mr Tim Brighouse, Chief Education Officer of Oxfordshire.

Mr Brighouse claims that spending cuts will curtail the working of the education system and threaten equality of provision. A mechanism that was appropriate for restraining overspending at a time of expansion is not adequate to stop under-spending in times of contraction.

"Writing in Lancaster University's education collection," Brighouse, he says "the Government has issued national guidelines which have produced so that standards are maintained where the curriculum, teachers, one-teachers, buildings and equipment are concerned." The average £600,000 spending RSG should be changed to £700,000.

Vault, this happens, Mr Brighouse suggests three stop-gap measures:

The most controversial would be to charge for books, equipment, nursery education, with the exception for those in real need. This interesting idea is in light of Oxfordshire's policy on nursery education. The county was one of the first to ask the Government for the right to charge for nursery education which is now mainly included in the present budget. But Mr Brighouse is highly sceptical that Mr Brighouse's new scheme of pre-school provision in the county can be run by voluntary groups. It will include some form of fee.

Finally, Mr Brighouse anticipates a fight for national legislation to the problems of advanced level schools resulting from the closing of the book if no alternative strategy is devised. He says it will damage itself to the detriment of local actions.

£894 assisted place for £7,800 income

A family earning £4,000 would pay nothing for one of the Government's assisted places in independent schools' but a family income of over £7,800 would contribute a contribution of £894 to the cost of the place.

These are two examples of how Ministers propose to apply a means test to their assisted places scheme. Details were announced in the Commons recently by Mr Mark Carleton, Minister of State for Secondary, and consultants are now being selected.

Parental contributions are based on family income before tax, and exclude child benefit and disability allowance. An allowance of £300 is made for each dependent child under 16.

Fight against illegal spending goes ahead

Ratcliffe has been decided to proceed with his campaign to force the County Council here to stop paying money illegally on children to independent schools.

At the end of a long struggle ago they were given the option continuing to fund in court or to sue against councillors who had acted without the authority of the district council in their expenditure on funds in their view allowing the education Secretary to ask the Environment Secretary to sanction payments received by the auditor's decision to disallow about three weeks

Ratepayers have decided to proceed with their claim that the Ashire County Council have been spending money illegally on children to independent schools. At the end of a hearing two ago they were given the option of continuing with 'their objection' which could result in court proceedings against councillors or of the authority if the district auditor finds in their favour allowing the education authorities to ask the Environment Secretary to sanction the payments retrospectively. The auditor's decision was handed down about three weeks ago.

ILEA should be broken up because it is undemocratic, say Tories

The Inner London Education Authority must go because it is undemocratic, inefficient and remote, says a report from a Conservative Party policy group, published this week.

As revealed in the *TES* three weeks ago, the group, chaired by Kenneth Baker, MP, strongly supports the disbanding of the authority and the transfer of responsibility for schools and further education to individual boroughs, with a special joint committee to run higher education.

The six-page report condemns the authority mainly for its lack of democratic accountability. In inner London, it says, local people have no direct say in the running of their education service, unlike those in the outer London boroughs or the rest of the country.

ILEA is not directly elected or directly responsible to any constituency. The report does not accept that inner London's educational problems are sufficiently different from those of cities like Birmingham or Manchester or the outer London boroughs to justify the unique existence of this unique organisation.

ILEA's unchallengeable right to a large share of the inner London boroughs' rates—the "rate precept"—also comes under attack. Even with great economies, it says, ILEA would have to demand the amount it wants in excess of the grant allocation.

Overall costs per pupil in the ILEA are the highest in the country,

per head, unit costs are more than £200 higher than in Birmingham and more than £70 higher than in Bromley, the most expensive of the outer London boroughs.

Yet this expense is not matched by higher academic achievement. In 1977, one in four of the authority's pupils left school without a grade A exam, compared with one in five in Liverpool and less than one in 10 in Shaffield.

Inner London's centralized education service is blamed for a lack of responsiveness to local needs. "We are convinced," says the group, "that if local councillors were directly responsible for the education service in their boroughs then the problem of body rye schools, such as Willom Tyndale would never have arisen."

Under the report's recommendations, each borough would run its own nursery and primary schools, secondary schools, youth and leisure services, adult education institutes and further education colleges, although the sharing of recreational facilities would continue.

The five inner London political parties and specialist colleges or national status, such as the Centre School of Speech and Drama and the London College of Printing, would be administered by a joint committee of the boroughs.

Mr. Carlisle's view on the disbanding of ILEA is not clear but it is felt that he will be strongly advised against the proposed action by his Department officials. However, many are expected to see the Prime Minister's decision as a signal about the merits of the Authority.

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NEWS

Mother tongue teaching: the outsider

Schools ignore the backstreet industry of first language teaching. Caroline Haydon reports

Somewhere in the filing cabinets of the Runnymede Trust, the body which collects and disseminates information on Britain's ethnic minorities, there exists a document which tells educationists the fact that there are "a startling number" of children from different minority groups attending classes in their first language, or mother tongue, outside school hours. It says that few teachers or others concerned with the mainstream school system know of the existence of these classes, or have thought of their importance for pupils and parents, their arrangements or disadvantages educationally, or of alternative methods of provision. Little is known of the quality or content of lessons provided.

That was written four years ago. Yet there is little evidence that we know much more about language pattern or use in or out of school even now. A team of researchers at London University's Institute of Education working on the language of inner city pupils have commented on a "remarkable national and local ignorance about language in schools".

In a report issued in 1978* they say "not even the simplest information was available to L.E.S. and schools. No one could state with confidence which language and dialects were spoken by pupils much less how they were distributed across the school population".

That lack of information has helped ensure that the mother tongue debate, always a politically sensitive issue, has never really got off the ground in this country.

That is despite the committee of inquiry, set up by the Government to look into the teaching of English and reading, reporting in the Bullock report, 1975, that "no child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart."

Even when some sort of debate is started, it is only too likely to founder on the rock of confusion about what mother tongue teaching actually means. Does it mean teaching children their first language for a transitional period, which may help them to learn English? Does it mean developing and maintaining their own language? Should it be used as a medium of instruction?

Different groups want mother tongue teaching for different reasons. They might be religious—Pakistanis

learn the Quran in Arabic—or they might be cultural. On top of that confusion, local authorities point out that there are so many children from so many different backgrounds in our schools that it is impossible to cater for them all.

Rosemary in 18 London comprehensive schools alone has uncovered the fact that 3,102 first year pupils spoke 52 languages and 33 overseas-based dialects among them—from Arabic to Cantonese through to Yoruba and Zulu.

Baffled, the local authorities have often retreated, preferring to leave community groups to get on with their own provision, with a little help in the form of free premises or small amounts of cash. The very sort of provision which the school system have been allowed to block the call for proper research and consideration of the educational, social and psychological arguments for teaching children their own language.

The situation has been helped, however, by the existence of an EEC directive which came into force next year and will demand at least some sort of response from Britain.

In its present watered-down form—it originally took a much harder line—it only calls for the provision of mother tongue teaching "according to national circumstances and legal systems", and says it should be "promoted", not provided. It is left to the schools to decide how to do it. The DES is now funding two projects, which should help provide a more reasonable basis for what has often been a hypothetical debate. One is in Bradford and one in London.

But such things are only a start, and there were never any signs, even before the present cuts, that much cash was forthcoming to help authorities already venturing into that field or encourage others to do likewise.

And it appears that authorities cannot use their main source of extra finance for helping minority groups—Section 11 of the Local Government Act 1966—for mother tongue teaching. The Home Office has never authorized money for teachers solely concerned with mother tongue teaching, and there are no signs it will do so. It looks as if hard times are ahead for those who want to encourage the debate.

*Linguistic Diversity in Schools—by the English Department, University of London, Institute of Education, 1978, published by Ward Lock.

Lost language equals lost culture

The arguments for mother tongue teaching come under various headings—social, psychological, linguistic. But none can be said to have made great impact in British schools which tend to reflect the generally held idea that "immigrant" children should settle in as quickly as possible and learn English fast.

It is that idea which has led to criticism of the EEC directive, which uses the word "migrant" throughout. Groups like the Pakistanis here, it is argued, are settlers, not migrants, so the directive does not apply.

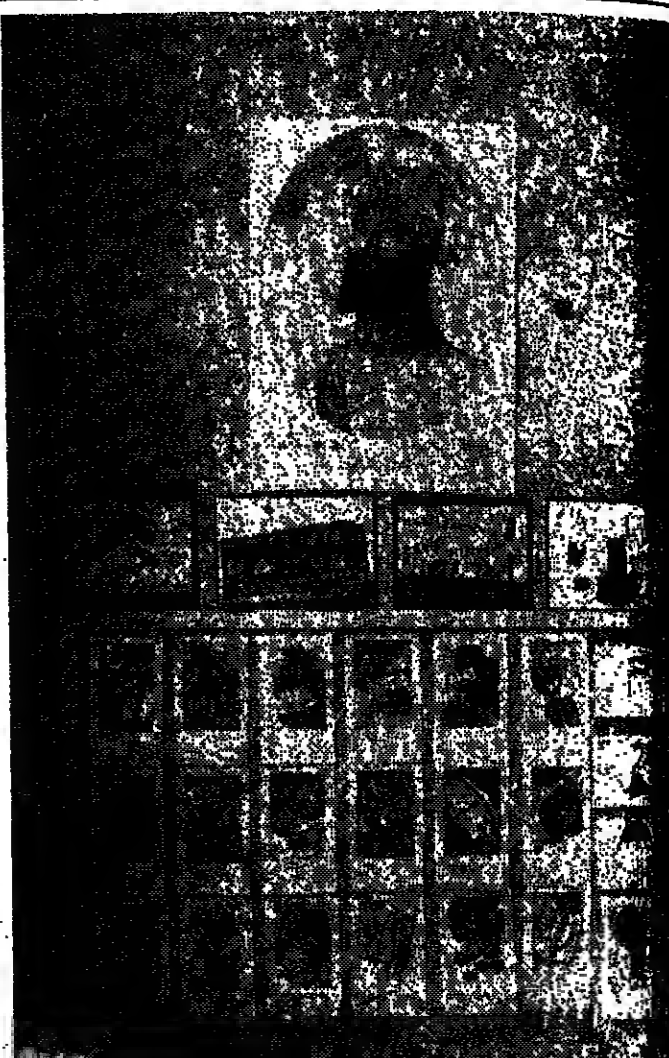
Arthur Tosi, chairman of the umbrella organisation for mother tongue supporters, the Coordinating Committee for Mother Tongue Teaching (CCMTT) believes that the EEC terminology has led to confusion because the description "migrant" is used everywhere in Community literature, regardless of the intention of returning home.

He says: "In any case, are our immigrants really settled? This sort of discussion should involve consideration of the aspirations of groups like the Asians and we simply do not know what these are." But we cannot forget those who have more or less had to settle here, against their will, because they cannot get back. They come with no intention of settling and that makes all the difference to their attitude to the country and its language.

His argument is borne out by research by Dr. Muhammad Abbar in his book *The Myth of Pakistanis Living in Britain*, regarding "a hostile foreign country and most plan to return to Pakistan, which they view as their true home. Whatever the hopes of the majority group in the host country, if they want their children to learn English, and indeed most would give English top priority over the first language."

If languages like Hindi did have more status (and many argue that Hindi might be more relevant to the inner city child than French) the hope is that English children might study them or take them to examination level.

Indeed, there are those who warn that if this shift to status does not take place then mother tongue teaching in schools will result in separate policies and additional



Above and opposite: Asian children under tuition in Bedford.

Southall youth leader Ravi Jain sums up the dilemma of the Indian parent: "We have become very worried about the gap opening up between young and old. Often a parent may speak only the home language, the child only English. It upsets the family; the normal hierarchies are broken. But at the same time, we do not say we want the mother tongue used as a medium of instruction in schools—these children will have to find jobs here in England and they need good English."

There are far more who are willing to admit the primary children, coming with little or no English, to a primary school. It is only to maintain them to learn English.

And there are even those who realize the need to be able to learn English in a primary school. It is only to maintain them to learn English.

Mike Feeley, adviser for multi-cultural education in Coventry, thinks we should start trying to give languages like Hindi, Punjabi or Gujarati that status.

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NEWS

Community groups run out-of-school classes on a shoestring budget

Child is being taught in its mother tongue. Most of the non-native English speakers spoke one of 12 other languages—Greek, Turkish, Bengali, Spanish, Gujarati, Italian, Punjabi, Urdu, Chinese, Portuguese, Welsh, Hindi and Arabic.

It is possible to do something for the children who really are in a minority, like the one Chinese pupil in a class, for instance. They have different languages, each with an English translation, so the children can work on their own or with a teacher. Birmingham has projects going ahead in three schools, one concentrating on first-year classes in Urdu, one on Urdu and Punjabi, and one on Urdu and Punjabi.

A few authorities support voluntary groups. ILEA once again has shown a lead in splitting a block sum—10,000—among 10 groups, on condition that inspectors should be allowed to monitor progress. And it has on paper a pilot project to hire five teachers to explore day possibilities of mother tongue teaching

within school. That is a long way off yet, but it goes off the ground it will put the multi-ethnic issue in a position to make recommendations to the authority about how it might sensibly import mother tongue teaching into the school.

In Coventry, the authority has appointed a mother tongue teacher co-ordinator. Two of the city's schools offer mother tongue teaching in a couple of languages at O and A level. And like other L.E.S. Coventry offers voluntary groups classrooms free of charge. Warwickshire pays some voluntary Gujarati teachers a nominal sum.

Mr Mike Feeley, Coventry's adviser for multi-cultural education, says there is "a desperate need for material culturally relevant to Asian kids in the inner city. If mother tongue is to survive, it must be translated into British context," he says. "We can't go on pretending the kids live in an Indian village."

And there is, he says, difficulty in getting trained teachers from the minority communities—one good practical reason why teenagers in school should be allowed to keep up or develop their mother tongue. They may be able to teach them at a later date.

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Anger in Ulster over £3.3m jump in cuts of meals and transport

by Paul McGill

A demand for cuts of £9.3m in school meals, milk and transport by the Northern Ireland Department of Education has met furious opposition. The five education and library boards have been working out how to save £6m.

About three months ago Lord Elton, the Education Minister, announced that the board would have to save £4m on school meals and £2m on travel, but it is clear that £5.3m will have to be cut from the budget for meals and milk and another £3m from transport.

It was clear, said the Campaign for the Advancement of State Education, that the Government intended to dismantle the school meals service. "No one in their right mind could expect a reasonably priced meal could be provided on such savagely reduced funds. Jobs will be lost and the health of children from poor families will suffer," it claimed.

It called on parents, teachers, union boards to fight back.

Lord Elton's statement announced three changes in November: a rise in the price of meals from 30p to 40p, a new charge of £30 a year for children using school buses and greater use of convenience foods. It was left to a Belfast newspaper to reveal that a hidden part of the plan was to end free meals for about 20,000 children from low income families.

The Government's proposals were soon attacked by the boards. The

idea of taking "poverty trap" children out of the free meals net was vigorously opposed, but the strongest reaction was provoked by the plan to charge children for school buses.

As a result, Lord Elton agreed to set up a working party consisting of board representatives and officials of the Department of Education to work out an alternative strategy to save the £6m.

Last week, however, the chairman of the Western Board revealed that the department was demanding much bigger cuts. "We were told that the problem wasn't £6m but £9.3m. It was like pushing a stone up a hill."

Mr Michael Gledhill, the chief officer of the South Eastern Board, agreed there had been an unfortunate timing of the announcement. It is bringing us to the stage where we can't do it. It was everyone understanding that the cut was £6m. Nowhere was it made clear to us the figures would be increased.

Although the Department of Education did not formally announce the new £9.3m figure, it said that the previous target "has always been stated at 1979 public expenditure survey prices" and that an upward adjustment in the cutback was always going to be required.

However, the letter sent to the five boards in November makes no reference to previous price levels. It outlines the new charges for meals and travel.

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School to work

Skills Olympics run out of money

by Mark Jackson

The International Skill Olympics, the annual competition between apprentices and other young craftsmen from up to 20 countries, will not take place this year. The decision has nothing to do with politics, but is a result of the other growing Olympic problem—money.

Nine of the countries involved have been willing this year in just the event, which cost the Irish Government £1.5m to stage in Cork last year. Last minute attempts to persuade the Japanese—who are keen in principle on continuing to fund the event—failed, and a meeting of the international committee in Lausanne has decided to cancel making the competition biennial.

It means that Britain's youngsters, and those responsible for their training in industry and colleges, have a breathing space in which to plan a serious effort to make a better showing than they have managed in recent years. The next Skill Olympics are due to be held in Atlanta, Georgia, in September 1981.

At Cork, the British team, which at the height of its prowess in the 1960s collected as many as nine gold medals, managed just one—compared with 17 for Korea and seven for Japan. Eva Tselvan— which still in this competition is officially China—got two golds.

The explanation for Britain's declining performance in this showcase for industrial skill echoes that frequently put forward to explain the overshadowing of its athletics and sportsmen in international events—a lack of official encouragement and of training facilities.

Sheer skill in a craft is not,

unfortunately, all that is needed to win in the Skills Olympics. Competitors have to carry out set tasks, such as building an intricate piece of brickwork, fitting out a bathroom, or making a component, within a fixed time and observation, conforming with specific rules. That requires practice, if only in uncompetitive stage fright.

The industry's national joint council, encouraged by these successes, is planning to run a full-scale national competition next February to select its Olympic team. The only training boards that have shown any interest outside construction are road transport, which nominates the winners of its annual national skills test, and the engineering board, which enters the winners of its "Craftex" competition.

The British entry in the Skills Olympics, which was first held in 1953, was sponsored until 1970 by the City and Guilds Institute. Since then VOTE, the Society for the Promotion of Vocational Training and Education, a group of part-timers with no paid secretaries, has made the arrangements. It expects to gather the funds to send competitors abroad by appeals to companies and private donors; a grant of £10,000 a year from the Manpower Services Commission's training services division may not survive the new round of Government spending cuts.

Britain is likely to be invited to the event in 1987, and Mr Dorak Phillips, director of training policy for the National Federation of Holding Trades Employers, says that if he wants to avoid the kind of results which will make British industry look like a has-been, training boards and employers will have to start taking the matter seriously.

Unions back common core of objectives

by Diane Spencer

The TUC likes the idea of a core curriculum. In its statement to the Education Secretary on the consultative document on the secondary school curriculum, it says the core should be defined in terms of minimum educational objectives for individuals rather than a set of subjects occupying a set proportion of the timetable.

Pupils must understand the economic basis of our society, it says. No one should leave school without at least a rudimentary understanding of the nature of our industrial society and how a democratic society may not survive the new round of Government spending cuts.

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MSC drops demand for £22m expansion of youth opportunities scheme

The Manpower Services Commission has dropped its plan to ask the Government for an extra £22m to expand the Youth Opportunities Programme.

Mr James Prior, the Employment Secretary, told Parliament last week that the Government had accepted the Commission's proposal to provide for an additional 50,000 youngsters in the programme this year in preparation for the big rise in school leaver unemployment. But the Commission's corporate plan reveals that it has halved its own estimate of the money needed to provide the additional 20,000 places.

The corporate plan—reluctantly disclosed to a parliamentary select committee—puts the extra expenditure at more than £3m and says that the commission will find the

money from its own resources. The original proposal outlined the Commission's confidence in a term review said, as reported in TES last November, that the Government if the quality of the programme was to be maintained while it expanded.

The revised figures are likely to cause apprehension in local authorities and others involved in operating the programme. But the commission has added pressure from politicians and Lord Gwile, the minister responsible for youth employment, to move heavily on closing down the commission will save money, giving young people work experience with employers rather than its own purpose-built workshops.

Sex bias rife in schools TUC youth told

by Richard Garner

Sex discrimination in the school curriculum is still widespread, Mr Norman Willis, deputy general secretary of the Trades Union Congress, told the TUC's youth conference last week.

Speaking on the topic technology and youth, he said that women's chances of taking advantage of new jobs emerging through technological advances were "hampered" because certain jobs were still considered "a man's sort of work".

Mr Willis added: "It is still in question of saying to most youngsters in schools there are things typical and accepted for girls to do and there are things which are typical and accepted for boys to do." In a discussion paper prepared for the conference, the TUC said: "Schools have an important part to play in encouraging new attitudes and in ensuring that girls have an adequate basic education in mathematics and science based subjects

to enable them to participate in new technological occupations." But new attitudes are only if adequate opportunities available within the educational training systems so that women can work in a wider range of jobs. Education and programmes for women need opening and designing to ensure they are able to fully participate in employment possibilities and a result of new technology.

There was also a need for provision for nursery education enable women to take the advantage of employment opportunities, Mr Willis said. The conference was told that fewer women students took work experience courses in Britain than in the world. The women to men on equal courses at universities had been about one to three compared with one to three in the Soviet Union and one to one in other parts of Europe.

Privileged few 'cost too much'

A call for an end to "privilege in education" was made by Mr David Lee, assistant general secretary of the Trades Union Congress, at the conference.

Speaking in defence of the TUC's campaign for economic and social advance, Mr Lee said: "We have got to get rid of privilege in education." "Quite apart from the political necessity and social justice of it, we cannot afford to have an educational system which is too

different from the rest of the people in the state sector or the private sector."

The TUC believed education should have greater social purpose instead of a cut in state aid amounting to 5 per cent of the total. In a discussion paper prepared for the conference, the TUC said: "The world of new and rapid technological change is of importance."

Two Euro-degrees for the price of one

by Hilary Wilce

The first fully-recognized degree course to be run jointly in three European countries is to get under way at Middlesex Polytechnic and at linked institutions in France and West Germany this autumn.

Students on the European business studies course will study in two of the three countries, and receive a recognized degree or equivalent qualification from each of these countries.

Students dividing their time between Reims and Reutlingen, has joined the course. Successful students will be awarded a Diploma in Europäische Studiengänge für Betriebswirtschaftliche Studien.

The third year will now be spent in a third country, beginning the degree course. This includes aspects of business adaptation in the countries where they are studying, and European studies. Sixty students a year have been

taking the course to date. Numbers will be doubled next year when the German course becomes fully integrated into the programme.

Other degree and postgraduate courses have international content but no others have fully been by all the validating bodies. Nor are they at their division of time and place between different countries.

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NEWS

Opening-time wrangle is solved by 1940s rulebook

by Richard Garner

A rule-book dating back nearly 40 years is being revived by local education officials after a union work in rule revealed substantial variations in school opening times.

Regulations found by Durham education authority state that all secondary schools should work for 51 hours a day while junior and infant schools should have a five-hour day. The regulations date back to the 1940s.

The exercise was started after members of the National Association of Schoolmasters/Union of Women Teachers worked a strict five-hour day last year in pursuit of their annual pay claim. Teachers in different schools were locked different amounts of pay as they did not normally work the same hours—and the union asked the education authority to bring the schools into line with each other.

Now all the authority's 150 infant schools and 145 junior schools are

to be told they must work the five-hour day. At present there are nearly 20 working more than the minimum.

All 52 secondary schools are to be sent a reminder of the old regulations that they should work 51 hours, or else ask the permission of the education authority. At present, 27 work longer and about four work shorter hours. However, Mr. Donald Sewell, the Director of Education, said: "While the junior and infant schools will all be brought into line, we are not proposing to compel the secondary schools to obey the regulations."

The latest DES regulations governing school hours state that schools should meet for 400 sessions a year—or 200 days less 10 days for holidays. Children under eight should receive at least three hours' education with a break half-way through the day while primary and secondary children should receive four hours.

Ulster exchange visits scheme launched

Belfast teachers, students and school children are getting a new opportunity to travel abroad—exchanging with foreign visitors who want to come to Northern Ireland.

The Central Bureau for Educational Visits and Exchanges organizes from London, about 1,000 exchanges a year. It is opening a new office in Belfast and hopes to triple that number. The centre will be in a house opposite the Ulster Museum near Queen's University.

"I would be very unhappy if the numbers didn't rise to 3,000," Mr. James Platt, the London-based director, says.

He says there has never been a real shortage of foreigners with an educational interest wanting to visit Belfast and Northern Ireland; the

troubles have not deterred them. Over the past four years, numbers of European and North American visitors have risen steadily.

The exchanges cover a wide variety of people and interests. School children and students, leaders, sportsmen and performing artists all make the journey and stay with families or at residential centres.

Assistants, who visit for longer periods to learn a foreign language, are also part of the programme. Two assistants—one French, one German—have asked the bureau if they can stay for a second year.

Mr. Platt believes cultural exchanges "build bridges". "I think if we got a million exchanges a year over there we might see a slow change in the problems."

Asian teacher loses claim

Mohammed Hassan has lost a claim that it was unfair to ban him from teaching in Britain's schools because of his Asian accent.

A Birmingham industrial tribunal has ruled that his dismissal for that reason was not unfair. It has also rejected a claim that he was racially discriminated against.

Giving the tribunal's reserved decision, Mr. Robert Chapman, the chairman, said that the interests of the children had to come first.

The public hearings on which the

decision is based were told that Mr. Hassan had taught in Britain for five years, four of them at the Edgar Stammers Junior School, Walsall.

In the time he was at the school, local inspectors in their reports alleged that his lack of good English was interfering with the education of children and with his control of classes.

Mr. Chapman said Walsall Education Authority were justified in recommending that Mr. Hassan should not teach.

Sports Diary



Tamara Press, strong-armed Soviet goddess of the 1970s.

Wer minus the shootings was how Georgia Orwell described international sport. Today, with the verbal crossing about the staging of the Olympic Games in Moscow, we are drawing closer to Orwell's forebodings.

Baron de Coubertin, the founder of the modern Olympic Games, stressed that taking part was more important than winning, and hoped that the sportsmanlike behaviour of the competitors and their friendly rivalry would serve to promote international peace. How hollow those words sound in the chaos of the present situation.

Are the Olympics inextricably linked with politics? Or are they a chance for nations to come together peacefully in a pure athletic contest? Should the International Olympic Committee investigate a nation's motives and its moral integrity before allowing it to hold the games? Or, to prevent vulgar displays of nationalistic propaganda, should the games be held on a permanent site in Greece?

The dilemma that faces nations as they each turn up their cards in this game of "boyceit" poker, where no one wins but no one wants to lose face, is also confronting individual athletes. Many Olympic hopefuls have spent the past four years immersed in a sea of trackwork, living a daily existence of hard physical training, interspersed with eating, sleeping, working, studying or going to school—and in that leisure time have—dreaming of the Olympics. Can they be expected to make their own decision to go or to boycott the Moscow games?

The Russian Olympic athletes are indeed the modern gladiators. Of course the Olympics are for amateurs and the Russians condemn professionalism as they understand it for it smacks of private initiative and shady business deals. Their athletes, they claim, are not professionals; they are students, or soldiers, or workers in factories, who merely have all the time they need for sports training.

Dr. Schneidman's book gives a very clear insight into the theory and practice of Soviet physical culture and sport. Dr. Schneidman, a former leading athlete in hockey, basketball and boxing, and a former Olympic coach, graduated from the Belorussian State Institute for Physical Culture in Minsk, and then completed post-graduate work at the Moscow Central Institute for Physical Culture.

His factual account of the development and organization of Soviet sport is supported by detailed references from standard Russian works on physical education and Russian physical culture periodicals. It is a valuable and fully professional study, and is a must for anyone interested in the development of physical education and sport in the Soviet Union. It is a book that should be read by all those concerned with physical education and sport.

Anne Howarth How Russia stays No. 1

sport, and particularly success in international competition, are not an end in themselves, rather a means through which the Communist party and the Soviet Government intend to further certain ideological and political objectives. The Soviet authorities stress that the success of Soviet athletes in Olympic Games is due to the superiority of sports development in a socialist state. Aspiring young Russian athletes do not choose the sport they would like to pursue, rather they are selected for which ever sport it is deemed they are most likely to succeed at.

Many promising athletes attend special boarding schools, many of which concentrate on certain areas of physical education such as swimming and gymnastics. Olympic coaches are appointed from the most academically able, and all research into training methods is carefully controlled, and channelled to the coaches for their use in training. Top athletes receive lavish care and attention; they have specially controlled diets, excellent living conditions, and remuneration—the author suggests this is twice that of the average working man's income.

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and categories to differ in line with the education shown. The All Union Classification regulations reward a sports title in accordance with the number and the moral code of a communist, to work on raising their cultural level, on improving their co- fitness, and sport to participants actively in sports as members of the collective.

Unlike our unduly profitable small sports clubs and organizations, Russia has an organization which controls the administration of sport directly. Overall Soviet physical culture is by the Committee of Physical Culture and Sport of the Ministry of Ministers.

Dr. Schneidman sums up the system of physical culture by claiming that it is designed to facilitate the achievement of the immediate goals of the Communist Party while victories in international competitions appear as a by-product. In physical culture, all be directed to this end and the purpose of the provision for the fitness of the nation.

Sport is an ideal vehicle for propaganda. Even if the Soviet Union and Eastern Europe have no intention of winning the political advantages to be accrued from the sporting participation in international competitions, the Olympic Games must remain in the hands of the Soviet Union. The Russians, and the world, will see any participation in the Olympic Games as a state which supports the Olympic ideal and invades a country.

The final ideal of the Olympic movement is to bring too many peoples together between athletes who are kept away from other countries. For the Russians, the amateur athlete activity is a foolish waste of time and energy. They wish to drive their athletes to the limits of their endurance, rarely ignore their regard of the Olympic ideal. Olympic Games are solely contests. With so much involved in the Olympic Games, there can be no doubt that a boycott of sport is the most likely firm.

Anne Howarth is a lecturer in Physical Education, University of Birmingham. The Soviet Road to Olympic Glory, Routledge and Kegan Paul, paperback £3.50.

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LETTERS

Too tough for CEOs, too tough for us

Sir—I read former chief education officer George Cooke's article "Too Tough at the Top" with sympathy. Almost everything he says is also applicable at the level of a head's problems and responsibilities and has been increasingly so since the reorganization campaign began to roll after 10/85 and 10/86. He speaks of CEOs, under changing and conflicting pressures—political, economic, social—which bring perpetual confusion, change, compromise, living in a continuous state of anxiety. That passes down the line from the staff officers to the captains in the field, and on to their colleagues. We all feel perpetually embattled.

This must affect our morale if we feel our remuneration has over many years not only deteriorated comparatively in the total social scale, and especially in relation both (for heads) to those who carry managerial responsibility elsewhere, and (for them and assistant staff) to workers who did not need to invest many early years in unpaid education and training, or carry no direct responsibility for human lives.

It must affect us, too, if we feel that in those forms that are measurable (numbers, statistics, public exam results, higher education entry), in forms that are less easily quantifiable (increased involvement in careers guidance, teacher assessment, curriculum development) and in other vital respects (extra-curricular activity, for which usually there is no pay at all, or even expenses); that in every one of these respects our productivity has increased in inverse ratio to the decline in both our standard of living and—because of the constant pressure of change—our real security.

And this perpetual hassle affects

us too—perhaps worst the heads, who inevitably feel responsible personally (and take this rap publicly and legally) for the nature of their schools. Having headmastered four major reorganizations in 14 years I feel like a Cromwellian cavalryman who has had three horses shot under him, with his fourth under constant fire.

I do not see simple answers. But I do know the situation is too serious throughout the education service for you to devote a whole page to the almost intolerable pressures on CEOs and not afford more modest space to a cri de coeur for the rest of us.

I can however suggest a package of palliatives. The removal of building and re-equipment costs for government required or approved reorganization/change of function/expansion mainly or entirely from local to central government funding; relevant re-staffing to be government subsidised. The removal of teachers' pay to central government; their instantness on pay and pensioning as Civil Servants would at once improve teaching status and remuneration and solve a great deal of local financial problems, besides making the work of Clegg and Co. and their successors far easier.

Optional full retirement from 55 would save health, possibly lives, and probably efficiency (with at least partial option from 50), besides unblocking the present promotion jam. Prohibition of membership of more than one governing body (councillors possibly excepted) plus insistence on at least two current parent governors would assist proper representation and defence of each school's interests. The creation of a teaching council by confederation of the teaching unions could do much to improve both conditions of service and

quality of teaching, and give us a more united bargaining power. Renewable contracts, and the acceptance of assessment accountability procedures, would improve the standing of teachers, schools, the education service generally—and be more acceptable if instituted in the context of such comprehensive reforms.

Like Mr Cooke I would not want to see "education taken out of local government altogether". I value local ties, relationships, mutual regards and responsibilities; and the—too meagre—link of education with community. But I too would be betraying all I run working for if I didn't take up and re-shake Mr Cooke's "warning bell". There are friends of mine, like Mr Cooke's, I'd not want to hear it tolling for. And if I don't ring it, I may not be around to hear it; but I'd rather stay active, healthy—and happy in my work. It's damned difficult now.

And when, as certainly is the case in the sixth form college field, we are trying to service one of the few really expanding areas of education, of a time of contracting provision (I suppose nursery education is in a similar state), both horse and rider are likely to be so crippled in their fight for survival as to make it painfully difficult to keep going for horses' legs, read resources for riders' hearts, read shot in the back—no doubt by badly aimed covering fire from the council chamber. But then, as Mr Cooke says of CEOs, if you care too much you can be deeply hurt. It hurts in the line just as much as it HQ old chap.

DAVID HENSCHER,
Principal,
King James's College of Henley,
Henley-on-Thames.

Banned words

Sir—I know that the economic pressure of the time is bound to stretch the imagination of politicians and bureaucrats in their efforts to sound informed about their reasons for destroying the public services. But surely we do not have to go along with the murder of the English language as part of the arrangement for the closure of Great Britain. Will TDS readers join my campaign to ban the following from the pages of all literary and educational journals:—

Capping the pool.
Interfacing with industry.
Core and other modish

BEC objectives and aims.
For those readers who are not aware of the jargon, the translations are:

Stopping capital expenditure.
Discussion with business.
Academic subjects.
Foolish things.

HIM DALY,
Senior Lecturer,
North East London Polytechnic.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Italian taught

Sir—From the two modern languages "Extras" published recently (November 16 and February 8), some readers may have gained the impression that Italian is absent from secondary further and higher education programmes of language learning and teaching in Great Britain. A word of correction is necessary.

Officially published statistics relating to public examinations represent only the tip of the iceberg as far as Italian is concerned. On the one hand, such figures reflect only the small number of learners who reach the level of linguistic competence required by examination syllabuses and who indeed wish to be examined.

On the other hand, they ignore the large number of learners for whom a predominantly written examination in Italian is inappropriate in terms either of levels or of objectives. The options systems that operate in secondary education also play their part in understanding the case for Italian. For these and other reasons, Italian continues to be dubbed a minority language.

The membership of the Association of Teachers of Italian (ATI) includes teachers who teach Italian in a wide range of schools and there are probably as many teachers of Italian who are not members of that association as there are members.

The absence of coverage for Italian from these reports should therefore not be assumed to represent that Italian occupies an insignificant place in language learning and teaching in this country. Teachers and learners of Italian are familiar with the arguments. Others may not be. The points will be made in the publication later this year of papers from the Colloquium on Italian in Schools organized by the Department of Education and Science, the Association of Teachers of Italian and the Society for Italian Studies (York, July 1979).

T. D. BALDWIN,
ATI, Clarendon,
10 Bankside,
London SE1,
Headington Quarry,
Oxford.



Ever thought of going independent, boss?

Timetabled lunches

Sir—Phillip Vannin's article "For Love or Money?" (February 8) ended with a simple solution to the problem of lunchtime supervision. I have no doubt that Mr. Wilkinson, the head of the rural comprehensive, is delighted with the administrative convenience of the timetabled lunch hour. However, I should warn staff of the pitfalls of accepting on early end to the school day. The staff association at my school in a London borough has endorsed this system for sufficiently long to gauge its effects.

No meetings could be held at lunchtime and inter-staff communications worsened. Stress on staff significantly increased leading to a rise in absenteeism. A staffroom emptied of worn-out teachers by 3.30 pm; A serious decline in extra-curricular activities, especially of practices; Many pupils were unable to concentrate during the hour following lunch (some had lunch at 1.20 pm) and noise from the playground; A general reduction in the quality of teaching and learning in the lunch hour and in the rooms; Eventually the staff with almost total staff supervision ended the head to return to previous system. Many staff feared for duties in return for lunch hour, and many of the 26 direct consequences were:

A. D. MILLER,
26 Belling Park Gardens,
Belling, London.

Ethnic pecking order

Sir—Mr. Stein's letter (February 8) confuses nurture and nature. What ever the apparent similarities with Professor Eysenck, my work has nothing to do with the theory of genetics and intelligence, which hypothesized the inferiority of the "Negro race".

Rather I am concerned with an anthropologist with the 'bible' and cultural processes observable in a variety of human groups. The distinctive differentials in achievement, which I have identified in relation to West Indian and English boys and girls, in five secondary schools is a case in point.

It is interesting to speculate on

how the genetic theories might interpret the school data I have gathered. It would imply that forces move in opposite directions in different ethnic populations that in only the girls achieve more than boys while in another it is the case (with the possibility that the school order is changed for both sexes with the onset of adolescence) that the much more complex account for these divergent developments in terms of nurture rather than birth.

G. DRIVER,
Research fellow,
Leeds University.

IQ rises in the East

Sir—If we must discuss the genetic distribution of intelligence, I have to question on Jensen's new book, February 1, that I must point out that American children of Asian and Oriental origins score consistently higher than their white counterparts in IQ tests, a fact little known in Britain.

I wonder what is gained by this knowledge? What are its consequences? How will it be used? Intelligence on its own does not guarantee achievement. There is the small matter of motivation, the

LETTERS

A warning for ILEA from Wandsworth

Sir—In "Comment" (February 1) you discuss the possible break-up of the ILEA as proposed by the Conservative Party policy group "Shorliff".

I hope that any consideration of these proposals will be in the light of an objective review of inner London's education service, and in consultation with parents and teachers within inner London.

These hopes will be dashed, however, if the Government proceeds in a manner similar to that of the Conservative-controlled Wandsworth Borough Council, the originator of the move to dismember the ILEA. A review of how that council proceeded may be instructive for your readers, particularly those living in inner London.

In July 1979, the leader of the council wrote to the Secretary of State requesting the transfer of education powers to Wandsworth, following a brief council debate which was unsupported by documentation identifying reasons, costs or processes. Councillors themselves had some six days notice of the simple resolution placed on the council agenda. No consultation was initiated by the council before or after this resolution, parents and teachers first learning of it to the press. No reference had been made to the issue in the manifesto for the council elections in 1978.

In the absence of information from the council as to its reasoning, parent-teacher associations organized meetings throughout the borough to discuss the issue with councillors of both major parties, though the leader of Wandsworth council has claimed credit for this "great debate". These meetings, however, without exception, found no merit in the council's proposals and parents and teachers of all political persuasions have deplored the council's lack of consultation and communication. They have expressed concern about the additional costs of the administration of the proposals at a time of financial pressure on the education service, the possible reduction in educational services and, perhaps above all, the need for consolidation in schools after a period of secondary reorganization.

Wandsworth council's response to these actions has been to re-affirm, at a special December council meeting called by the minority party,

its wish to become an independent authority.

Since then, the council has made an issue of standards and results in Wandsworth implying that the examination results of one or two carefully selected schools are representative of the borough's schools' performance overall, choosing to ignore the fact that most Wandsworth schools have had fully comprehensive intakes only since 1977.

Significantly, the results of a comprehensive school forced by the amalgamation of two grammar schools have not been published by the council. In adversely comparing ILEA children's performance with those of the outer boroughs, the council has chosen not to recognize the major social and economic differences between the two groups compared. Forcibly-led teachers in the borough have, it seems, drawn their own conclusions as to the fitness to control the education service of those who argue in such a manner.

A more popular and constructive proposition would be to recommend a review of the structure and composition of the ILEA. Very few of those now defending the ILEA would pretend that, as an administrative organization, it lacks faults. Instead of proposing such a review and in spite of the fact that 116 representatives have (January 23) been made to Mr. Carlisle (112 against, 3 in favour—2 from council and one from its leader), the council is belatedly consulting the borough on this complex issue by asking whether residents "agree or disagree" with the following question in the council's newspaper insight, as one of nine questions on its Draft Borough Plan 1.

"The council's view is that the administration of education in Wandsworth is too remote, bureaucratic and slow, and that there is rising dissatisfaction with standards despite extra spending. Its aim is to bring education in the borough under local control, giving Wandsworth parents much greater say in how their children's schools are run and the opportunity to influence education policies, the same time enabling teaching and school standards to be improved."

"Do you agree or disagree with this policy?"
DR L. MASSEY,
Parent Governor and Chairman,
Honeywell School, London SW11.

Heads against the break-up

Sir—It is the conviction of the heads of London's comprehensive schools that the threat posed by the proposals to withdraw from ILEA would be greatest, most seriously, to the interests of London's future citizens.

In our view the fragmenting of a unitary authority could only result in a provision of support for the needs of the schools and a lowering of academic standards and morale among its teaching staffs.

We believe—as do many educationalists—that the Inner London Education Authority has made a uniquely valuable contribution to education in London over the past three decades. This has been done by virtue of its size, its resources, its ability to attract and retain staff, and its ability to hold its own against the forces of change and to work against the forces of fragmentation.

These services, the result has been a steady improvement in the standards of achievement and care for all its students. It is quite impossible in a short letter to detail the scope of expertise that the Authority offers but suffice it to say that any threat to its existence would be a threat to the standards of achievement and care for all its students. The Authority's concern for its children is demonstrated by the professionalism in dealing with the enormous prob-

lems caused by falling rolls and urban deprivation and by its willingness to work closely, not only with the schools and their staffs, but with all agencies and organizations entrusted with the responsibility of constantly improving academic standards and providing the best available for the children we serve.

We believe that this provision can only be made by ILEA in its present form which administers its diverse resources with the experience gained over many years. The stress which the authority has always placed on excellent control support for schools, its care and concern for teaching staff and the emphasis it has placed on the commitment to high standards of achievement and care for all its students.

It is quite impossible in a short letter to detail the scope of expertise that the Authority offers but suffice it to say that any threat to its existence would be a threat to the standards of achievement and care for all its students. The Authority's concern for its children is demonstrated by the professionalism in dealing with the enormous prob-

Compare not

Sir—The article (February 8) on ILEA results began with a comparison between A levels achieved in schools maintained by the ILEA and "the national average". The latter includes independent schools as well as maintained ones. I suppose it would be possible to devise a more appropriate comparison but, for the moment, I cannot think of one.

PETER NEWSAM,
Education Officer, ILEA.

*Philip Vannin writes: Mr Newsam's lachrymose indignation seems immoderate. The comparison he complains of showed the ILEA's 10 per cent in relation to a national 16 per cent—which includes independent schools. If the independent schools are removed, the national figure is reduced to just under 13 per cent. (Because of the way the statistics are rolled out, no crude approximation is possible.)

Clegg's way

Sir—I was once told a story about an old typewriter woman standing on a stick in the air and it leaped pointing to the north; she picked up the stick, threw it again into the air and this time it landed pointing south. A third time she tossed the stick in the air—this time it landed pointing west and she began to walk in that direction. An interested bystander asked her why, if she was using the stick to decide which way to go, she had not walked north or south. She replied: "I did not want to go in that direction."

I see from the TES that the Clegg Commission has selected another series of jobs in its comparability study on teachers' pay!
ADRIAN DAVIES,
2 Bloks Avenue,
Merrivale,
Ross-on-Wye.

In search of lost time off

Sir—In the likely economic climate of the next 10 years, very few teachers will have the chance of securing secondment or study leave. This is a depressing prospect when diminishing opportunities for development within schools make it even more important to seek periods of refreshment and stimulus outside.

I understand that in some areas of Canada teachers may elect to spread four years' salary over five years and so take one off. With present levels of remuneration, such a timescale would be unrealistic in this country but for many teachers seven years' salary spread over eight

might be feasible. The opportunity to spend new year in eight (or its equivalent) out of school would make an impression on the growing problem of stagnation within the profession. It would also allow many of those who are qualified but unemployed to teach and for a teacher facing the future prospect of redundancy it would create an opportunity for retooling or gaining experience in other areas of employment.

Why don't we try it?
GEORGE WALKER,
Headmaster,
The Heathcote School,
Stevenage, Herts.

Right book for starters

Sir—Shirley Paice, in her article entitled "Teaching Children not to Read" (February 1), is very negative, and in my experience, unhelpful, towards Macdonald's Starters. Every children's librarian to whom I have spoken, including a group of school librarians in Vancouver, speaks highly of them as resource books; "the children go straight to the Starters shelf" was the Canadian comment.

The Starters I am currently using in First (4-5) schools, to consider-

able effect, are essentially practical books. Ma Paice may like to consider that her "idyllic quiet corner" is just not the place for exciting books showing—and telling—how to make torch bulbs light up. But in the practical area the children with batteries and bulbs in their hands are ready to read every word, and they learn from doing what the book has helped them to do.

DOROTHY DIAMOND,
1 King Edward Gardens,
London, W3.

Shakespeare as poet

Sir—"Human language can reject only an infinitesimal part of what exists" wrote Mary Boker Eddy, the discoverer of Christian Science, but if anything expressed the vitality and vigour, the joy and sorrow, of human life, it is surely Shakespeare's drama.

I enjoyed reading Janet Sumon's article on Shakespeare (February 8), and can only add that as a sixth-former my appreciation of Shakespeare was greatly enhanced by two events: a school trip to see

a superb RSC production of *Much Ado* at Stratford, and participation in a school production of *A Midsummer Night's Dream*. However, while recognizing Shakespeare as an actor and man of the theatre, one should not neglect his status as a poet and writer, which is surely the basis of his great dramatic and creative gift.

ALISTAIR BUDD,
91 Royal Park Avenue,
Leeds.

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Geography From 14-19: The contributions of three Schools Council Projects

What? A one-day conference organised by the Geographical Association Working Group on New Techniques and Methods in Geography.

When? 19th March, 1980, 10.15 a.m.-4.15 p.m.

Where? At the School of Geography, University of Oxford and St Edmund Hall in Oxford.

Why? To illustrate how the work of the three Projects (G.S.L. Avery Hill 14-16, Bristol 14-18 and Geography (16-19) relate in approaches to geography and classroom method.

Details: From Eleanor Rawling care of Geography 16-19 Project, University of London Institute of Education, Bedford Way, London WC1H 0AL.

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People

Susan Price, an ex-pupil of Tivendale Comprehensive School, Warley in the West Midlands, has received an Arts Council fellowship in creative writing at the North Riving College of Education, Scarborough for 1980. She writes children's fiction, wrote her first book at 16 and has had three more books published.

Mr Andrew Collier has been promoted to chief education officer of Lancashire after serving as deputy for two years. He was a master at Winchester College for six years before joining Hampshire as principal administrative officer. Mr Conrad Rainbow retired as CEO for Lancashire in December.

Mr John Ewins, 44, a principal education officer with Essex, has been appointed the new deputy CEO. He is a former geography teacher and a fellow of the Geological Society.

Mr Wilf Gardner is the new head of mechanical engineering at Bolton Institute of Technology—a department which specialises in training our engineers. Mr Gardner, once an enthusiastic club racing driver, was a chief development engineer in industry.

Mr Charles Martin, will become headmaster of King Edward VI Camp Hill School for Boys, Birmingham, in April.

Mr Roger Hilskey, a former Kent teacher turned estate agent, has resigned as Tory GLC and ILGA member for Lewisham West. Mr Hilskey who sat on the ILGA's development sub-committee surprised even his own Tory group which is not expected to win the by-election next month.

Mr Donald Stradford, personnel director of John Laing Ltd, has been appointed to sit on the Manpower Services Commission part-time for three years. He will receive £55 a year plus £35.50 for each day's work.

The Rev Edward Cattermole, minister of the United Reform Church, has been appointed director of the National Council for Voluntary Youth Services based in Bedford Square, London. He is a psychology graduate, a qualified youth leader and has been a part-time lecturer in youth and community studies at Newcastle Polytechnic.

Mr Joyce Hargrave-White, former deputy-head of Town Farm County Middle School, Stevenage, Middlesex, has been appointed head of Church Farm County Middle School, West Molesey.

Mr John Rees, head of economics at Harrow School, will be the headmaster of Blundell's School, Tiverton, from September, 1980.

Mr Roger Bothwell, recently retired headmaster of the Tideway School, Northham, is the first winner of the Essex county council's Award for Merit for promoting understanding and friendship in the Common Market. He pioneered formal exchanges between third-year pupils and their teachers with counterparts in French and German schools.

Mr John Ross, an architect and acting principal of Edinburgh College of Art since the death of Mr John Hunter, has been appointed principal.

Mr John Wicker will be the new headmaster of Epsom College, Surrey, after a five-year shutdown. Epsom, a residential adult education college for working trade union activists, closed after students boycotted lectures by the former principal, Mr Tony Collier, alleging that his teaching methods were authoritarian.

Mr Rupert Bristow, 33, has been promoted to executive secretary of the United Kingdom Council for Overseas Student Affairs after serving as deputy. He takes over the reins from Mr William Beale who retired after holding the post since the council was founded 12 years ago.

Mr James Platt, director of the Central Bureau for Educational Visits and Exchanges, has been awarded the French Order National des Arts et des Lettres for educational and cultural relations and also distinguished Service Award of the United States Sports Academy.

Mr James Loring is resigning as director of the Spastics Society at the end of March to devote himself to the work of the International Cerebral Palsy Society of which he is president. Mr Loring has been director of the society for 11 years.

Miss Alison Cavendish, present headmistress of Lady Margaret School, Parsons Green, London, has been appointed headmistress of Sutton High School from September.

Mr David Cleland has been appointed head of Fulbeck Boys' School, Pudsey, run by the Minerva Church. He succeeds Mr J. Ackroyd, who retires after 20 years. Mr Cleland, a Methodist preacher, has served on the Assistant Masters' Association and is chief examiner in general studies at A level of the London Board.



Mr Fred Hill, 70, a former maths teacher, was recently released from Pentonville prison after serving his fourteenth sentence for failing to wear a crash helmet on his motorcycle. Mr Hill, a despatch rider during the war, says he will carry on breaking the law "until I can't get my leg over my bike". He was appointed maths master at Highbury Grove School, north London by the headmaster Dr Rhodes Boyson, now a government minister.

Mr Charles Mungo, the first black headmaster of a school, has been suspended from his appointment at a Catholic school because he was a divorcee. He has been made an educational adviser by the latter Education Authority. The errors of Cardinal Mason, Catholic comprehensive school, suspended Mr Mungo last September before he took up the post. They discovered he was divorced and remarried. He been on full pay ever since suspension has not been lifted. Mr Mungo has been offered a £1,000 advisory service with salary and conditions protected by a statement last week. He acknowledged that a interview Mr Mungo said in a "fold" and had no intention of leading the governing body with his marital status. He fears have never been in

'Most people either start by believing the discussions are an elaborate charade, or are easily manipulated into believing it'

Alan Billings on the complexities of consultation over school closures

School closures are with us in a big way. As are proposals, mentally if not actually, lists of schools whose future is questionable in the light of falling rolls. The issue of consultation has become a matter of considerable importance. Unfortunately, this enormously complex issue is often referred to by the title as if it were a simple matter. Of course there must be consultation, everyone agrees, and they immediately pass to consider other issues. But what consultation means is rarely gone into in the way it requires.

From the point of view of the elected school committee, the question of consultation is crucial. Much thought and time will be devoted to that question alone. It is worth raising a few of the points confronting the councillor, and trying to suggest some guidelines.

First, one would deny that information on possible changes affecting a particular school should be given at this early stage to the community. This is not to say that the local community, if it is to be consulted, should be kept in the dark. It is to say that the initial experience in Sheffield shows how difficult this is to do. I will briefly mention three points.

First, the mechanics of releasing proposals for discussion are not easy. Do we have to go to the education committee at that moment? Teachers and parents first read a version of the proposals, react with shock and claim they are not being consulted?

Do we release a document to the schools and say, "This is the committee's view. Do you have any comments?" Do we release a document simultaneously to the schools and the committee, and say, "This is the committee's view. Do you have any comments?" Just to inform all the parents if not the media? If we use the media, we are the critics. The first we know of when we read about it in the press.

Second, a discussion document is not created as such by the interested parties. In Sheffield one discussion document was immediately seen by the press as a declaration of firm intent, and groups were quickly organized, causing the authority to react prematurely. A major problem here is that there is no way of knowing how the press will choose to report the issuing of a discussion paper.

Third, the document, which is then very difficult to repair, can be done by misreading headlines, which turn possible action into firm decisions. From the newspapers' point of view, "School Closure Shock" is far more interesting than "Discussion Document Issued". And there will always be those with a grudge to grind, who may find it easier to turn consultation with the authority into confrontation from the start. The marginal ward is always with us.

These sorts of difficulties mean that the way will be the world, it is not going to be possible for the L.A. to embark on a consultation process without an atmosphere of suspicion, resentment and mistrust being created by someone from the beginning. This leads to the third and most difficult factor facing L.A.s: to persuade people that the consultations are not a charade.

Most people either start by believing the discussions are an elaborate charade, or are easily manipulated into believing they are not. The public meeting, however, is a waste of time because all that is said and done is a waste of time.

After years of taking decisions without consulting people in this way, perhaps this is no more than we should expect. But politicians seriously underestimate the suspicion most people have about our genuineness and honesty in holding consultations.

We need to think carefully about how to help people realize their views will count for something. We will only begin to break down the walls of suspicion if we follow some basic principles.

First, of course, we have to be quite sure that we intend the consultations to be genuine. If we have already made up our mind, or half made up our mind, that we will quickly communicate itself to those whom we meet; our answers to questions will be slanted, we shall not "hear" important points being made which could modify the way we look at the problem, and so on.

Second, all interested parties will need documentation, which sets out both the problem, the possible practical ways of dealing with it, and the consequences of doing nothing. It is my experience that once the initial shock and anger has worn off many parents, for example, are willing to sit down and consider carefully different sorts of options.

If, however, the authority itself polarizes the issue by presenting only a simple

recommendation to close, battle lines are drawn from the word go, and the debate is seen exclusively in terms of an i.e.a. hell bent on closure, and parents hell bent on fighting it. But once discussion becomes more fluid, ranging backwards and forwards across various alternatives, all sorts of fruitful suggestions and possibilities for compromise arise, as well as new understandings of people's anxieties.

In my own ward, what we had first seen as simple parental opposition to a possible school closure was transformed dramatically at one meeting when it suddenly emerged that what really worried most parents was, not so much the loss of some rather old school buildings, as the loss for their children of a very dedicated head and his lively staff.

Third, just as essential as the issuing of a discussion document is the publishing of a timetable, giving people an idea of the sort of meetings the authority plans to hold, and the data by which the authority hopes to make its decisions.

Fourth, we should make it clear to people just what sort of criteria would weigh with the L.A. in making its final decision. It is very unfair to people if they put a great deal of effort into making a case for one of the options, and have not been previously alerted that they need first to persuade the authority that such factors should have a place on the list of criteria at all.

In any case, part of the discussion ought to be about the priority to be attached to financial, economic, educational, social and other factors. It is wrong to think that the same order of priorities should operate in every case to be considered.

There is one final point which needs highlighting. In many ways this may be the key to it all; yet whether we get this right or not is much more hit and miss than any of the above.

If parents, teachers and other interested parties are to feel that consultations are genuine, if fruitful suggestions and new ways of looking at familiar problems are to arise, if we are to avoid every meeting polarizing into us against them, much will depend upon the way the various meetings are chaired and the issues are presented.

A skilled chairman will break the log-jams and create an atmosphere of mutual trust. There are skills of chairing open meetings which are very different from chairing a council committee with a built-in majority. In an era of increasing consultation it is the former skills which councillors supremely need to have or develop. But they have not often been the skills required of elected members in the past.

Similarly, a great deal may hinge on the way an officer presents the issues: whether he has both the imagination to appreciate the anxieties which lie behind the questions, as well as the flexibility of mind to propose possible new lines of approach to a familiar problem as the debate progresses.

As with everything else in education, however correct the principles and sound the theory, it is the human factors which finally make all the difference.

Alan Billings is chairman of the Sheffield schools sub-committee. The views expressed here are personal ones.

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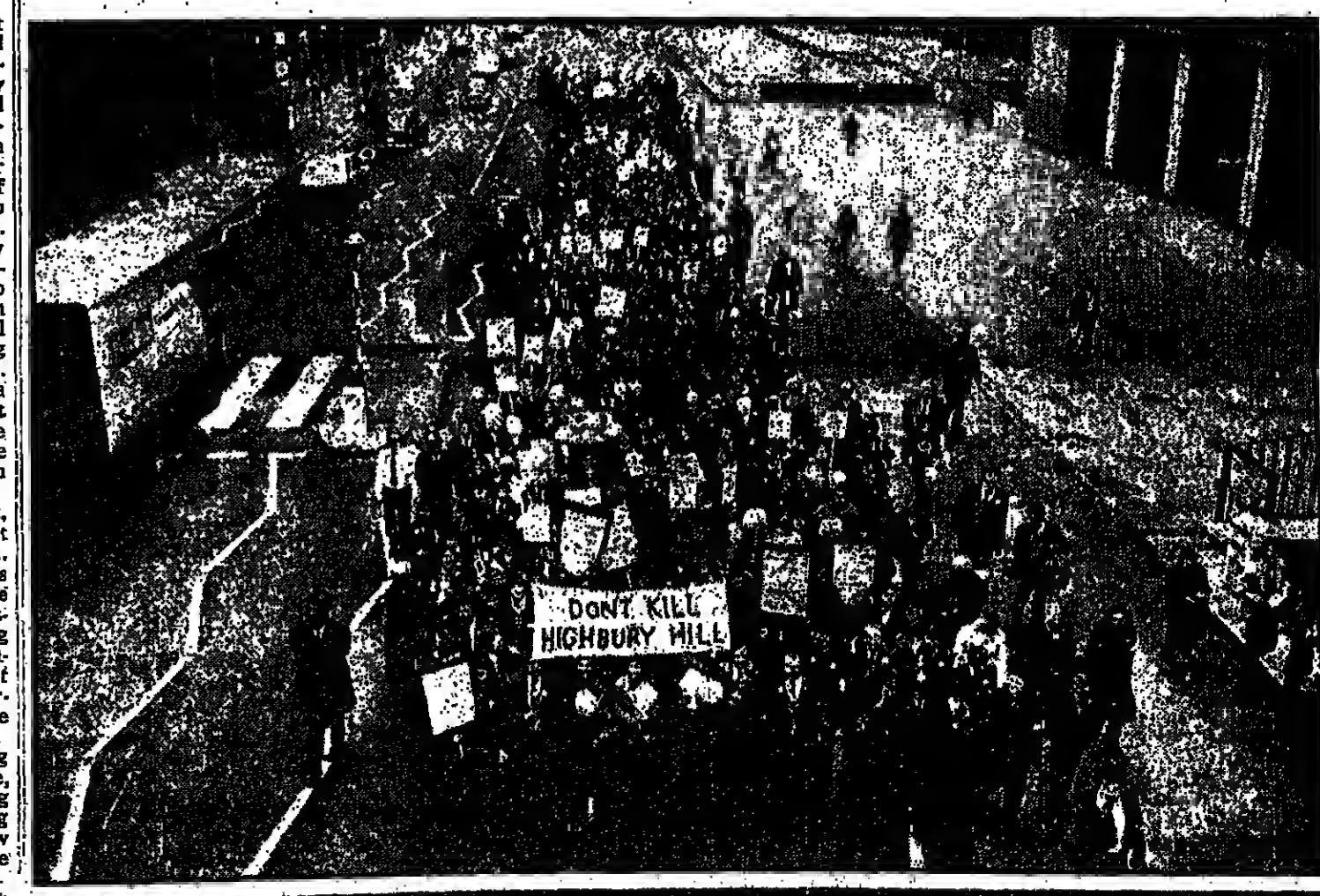
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Family matters

Caroline Haydon visits a primary school
in which parents and children are encouraged to learn alongside each other



Tuesday afternoons are special afternoons in Wandie Primary School, South London. On that day mothers who turn up for art and craft sessions in school are allowed to take their children out of class and into lessons with them.

It's a step up the parental involvement ladder, an improvement on the tea-and-chat sessions characteristic of most primary schools. Afternoons, when they are in school, are for the children.

The unit was set up in 1974 to foster the development of family workshops, defined as flexible, informal classes run by adult education institutes for parents (in practice usually mothers) with children.

These are not meant to be subject classes with creche attached — room as there is no doubt for expansion of that sort of facility. On the contrary, the idea is to keep the parent with the child, to stimulate and nurture relationships between the two as well as provide education for both.

Headmaster John Bourton has welcomed the workshop into his school. He wants to break down the barriers of non-communication he sees being set up between parent and child in his largely working class, multi-racial enrichment

area. Forty per cent of his families are one-parent families.

When the stress of daily life leaves little time for proper communication, he hopes the workshop will provide a calm, peaceful atmosphere where mother and child can sit down with common purpose. "Many have been really surprised at what their children can do", he says.

He welcomes the fact that it draws in parents who might never be seen on more formal occasions. Judith Brown, a mother of two, says: "I've been coming down the road drop my kids off and then I see the mothers from my class. It's a growing concern that they do not stick to that alone. Ideas moped include making pre-reading or number games in the workshop, so the mothers can use them with their children, or more practically-oriented things like making shelves or chugging plugs. There is even a scheme to go out and visit the mothers who do not come in, and persuade them that they should."

The workshop is not only open to mothers with children at Wandie. Others do come in, and there is always someone to look after any younger children who may be brought along.

And the children? So great was the clamour to be allowed in that the school had to decide a rota to allow unaccompanied children a turn. John Bourton says this does not upset the timetable. Tuesday afternoons are usually given over to topic art or craft work, if a particularly important lesson does clash, then the

way I talk to them if they visit the class or come to a parents' evening. It's been a lesson to me to stop and discuss things with them.

"I find they're worried about all sorts of things I had no idea about, like why their children are allowed to play at a certain time, that sort of thing. Parents' evenings are too short to find these things out", she says.

At the moment the 25 or so mothers who turn up do basketry, leather work or some sort of craft. But Judith Brown says there is a growing concern that they do not stick to that alone. Ideas moped include making pre-reading or number games in the workshop, so the mothers can use them with their children, or more practically-oriented things like making shelves or chugging plugs. There is even a scheme to go out and visit the mothers who do not come in, and persuade them that they should."

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child will not be allowed into the workshop, but that is rare. A part-time tutor for Judith Brown.

There is now plenty of evidence to support the idea that parent involvement is not only a nice idea but a child's development. John Bourton, a community education adviser in Wandie, once ran a course for parents on how children learn to read.

Children whose parents attended tested for reading age at the end of the 10 weeks. Parents not told about the testing. But showed that, over the 10-week period, an average of six months.

But Wandie is adult education, not a workshop. Ideas moped include making pre-reading or number games in the workshop, so the mothers can use them with their children, or more practically-oriented things like making shelves or chugging plugs. There is even a scheme to go out and visit the mothers who do not come in, and persuade them that they should."

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Wandie is a formula that makes adult education accessible to more than the articulate (probably middle-class) few who know how to make use of the heavily teacher-focused, subject-oriented traditional AE.

Workshops offer a large room where parents can come and chat, bring their children, feel at ease, discuss options with a tutor, and be allowed to choose. AE does not increasingly take on board that sort of flexibility, he feels, it will not provide for people who look to it for help.

People come to adult education when they have a perspective needs transformation, but they don't know how, or in what sense. A subject-oriented service may help — people may find what they need — but what AE really has to do is find ways of offering people settings where they can learn to transform their own difficulties, rather than go to a workshop and be told what to do.

But inspectors and some AE staff alike are finding it difficult to accept that learning goes on in a less structured class. Judith Brown talks about the sort of personal workshop provision. The idea is to stand off, the idea remains personal, although complemented to, and by, the workshop.

Mika Cutts, vice-principal of Wandsworth and formerly a Wandsworth teacher, says that what they

The aim of the sessions is not high standards of craftsmanship, but the strengthening of relationships between parents and children, the development of confidence so mothers can go on to other more structured forms of AE if they wish.

Mike Cutts says: "As AE gets more important, as I am sure it will, there is a danger that it will just seek to become more and more professional, with higher and higher standards. It will fall to see its role as a growth point for adults, something they come to to define their real needs."

Everything, still looked on as one of the best examples of workshop practice, has now evolved courses on the emotional development of young children; on actions, sounds and games for young children; on language development — all born out of local demand.

There are other barriers. An AE service pays for the education of adults, not children, who cannot be counted as students in workshops. That makes the tutor/student ratios look "unhealthy", and means the children are just an embarrassing appendage, rather than an important part of the educational process.

One of the lessons learnt by many who have recently started pre-school or school initiatives — like Wandie — is that they are worried about being held back by having workshops alongside their children. Workshops are held, this is true, but the

The Child Opportunity Program in Denver, Colorado, offers a 24-hour-a-day, seven-days-a-week child care service, and aims to meet the educational, health and developmental needs of the children in its care. Some strands of the programme are designed to give back-up support for working parents, while others try to involve parents as closely as possible.

The programme is based in three buildings on a local college campus, to the north-east of the city. Denver, which sprawls across the plains under the eastern wall of The Rockies, is a city of suburbs. There are no high-rise, inner-city ghettos, and the streets around the programme can be identified as a poorer area only by smaller gardens, shabbier houses and older cars.

Nevertheless, it is a neighbourhood in decline. Original residents are moving out in search of better homes and schools, and the black community is expanding into the area. Social and economic problems are rife, and the 250 children for which the programme caters are only a fraction of the children in need.

Pre-school provision is all too often a piecemeal affair. A country that has good nursery education may provide few baby-minding facilities, a neighbourhood that offers excellent mother and toddler clubs probably has no way of meeting the educational needs of deprived children.

Responsibility for this area tends to be split between education and social services authorities, and money can come from either government or voluntary sources. Inevitably the needs of many are unmet, and some children and their families fall through the cracks of existing care.

The programme provides day care for babies, toddlers and infants; before and after school care for children up to 12; holiday care; and overnight care for children whose parents work in the evenings or at night. It also operates a child crisis centre, ever ready to offer full-time care to children whose families are in trouble, or who need to be taken from their homes.

A staff of 45 (full-time and part-time), including teachers, health workers and administrators, work on the programme. It also uses the services of a speech therapist, a psychologist and a local social services team, and has many voluntary helpers, most of them parents or former parents.

The board of volunteer directors has a clear vision of the programme as a whole. But it has grown big by bit, and since each section tends to have a different balance of funding (money comes from federal, state and local funds, from voluntary contributions and in some cases from fees paid by parents), it is divided into six separate projects, each with its own capacity and emphasis.

The Head Start component of the programme, for example, takes 80 four and five-year-olds and is part of the American network of projects which gives children from poor and deprived backgrounds a social and educational push before they start school. This was the original COP project, founded in 1965. Nutrition and health care are important elements — the children get carefully balanced meals and physical problems are quickly picked up. Parental involvement is also considered crucial.

Like all Head Start schemes, this one is enjoying the benefits of renewed public support, as word of its long-term benefits spreads beyond specialist circles. At the end of the 1960s, when Head Start had been going for about four years, national evaluations showed negligible results and compensatory pre-schooling was viewed with increasing scepticism.

This view is still widespread but recent work by Irving Lazor of Cornell University, collating a number of research studies, has shown that Head Start and

similar schemes do have long-term beneficial effects. Children who participate in compensatory programmes are less likely to be placed in remedial classes when they attend school than are children from similar backgrounds who do not.

And when they reach their teens they show considerable avoidance of being born mature. High school girls who become pregnant often opt to continue their schooling, and boys and girls have realistic job ambitions based on a clear view of their abilities and limitations.

At COP, considerable efforts are made to involve and educate as many parents as possible, not just those with children in the Head Start programme. Meetings, workshops and discussion groups are organized to provide informal education.

"We've found that many mothers have no concept at all of what is normal for children to do, or not to do, or certain ages", Maura Macmillan-Kaferly, education director, says. A number of parents have gone on to train as para-professional child care workers, and the centre's most senior teacher is a former parent.

The programme's approach to education is informal and eclectic. "We borrow a lot of Dewey", Maura Macmillan-Kaferly says. "In the classroom everything is based on a 'hands-on' type of experience." Trips out are vital, to extend the horizons and experiences of the children, she feels. At least twice a week small parties go out into the mountains, to the local fire station or post office.

Mitzi Barnes is the programme's energetic and articulate director, whose particular talents include drumming, up funds, and keeping overall goals clearly before all the centre's workers.

She stresses that the programme is committed to offering families — particularly single-parent families — comprehensive help.

If a young mother has to change her working hours, or if a child from one of the pre-school programmes needs continuing care once he or she goes to school, the centre can give security and stability. Children who stay overnight get a normal family routine of a snack, television, bath and bed in small shared bedrooms; children who come before or after school get breakfast, or a late-afternoon snack, and a car ride to or from school.

Some elements of the programme have developed specifically through its ability to respond to community needs. Five years ago a newspaper investigation into child abuse cases "really set the town on its ear", Mitzi Barnes says.

The department of social services asked if the programme could provide emergency care facilities, and the child crisis centre was set up. This never closes, and can take up to 10 children at a time. On average, about 200 children a year stay at the centre, most for about five weeks.

Mitzi Barnes is convinced the multiple programme approach makes good economic sense, provided it has careful coordination. Each project has its own home base within the centre, but other facilities can be shared.

The "before school" children have breakfast, and leave just as the Head Start children arrive ready to be fed. Health and social workers can serve the varying needs of a whole range of children and their families.

Within its limits of money and space, the programme is undoubtedly successful. The children — even those showing obvious signs of physical deprivation — seem cheerful and at home. Volunteers and paid workers work informally together, and there is constant interchange between the different projects. The fierce pride of all those involved seems well warranted.

"We feel sure we are doing a good job here", says Mitzi Barnes. "We are confident that changes are being made."



Care around the clock

Hilary Wilce reports on an American project
which aims to cater for the varied needs of
parents and their pre-school children

The Child Opportunity Program in Denver, Colorado, offers a 24-hour-a-day, seven-days-a-week child care service, and aims to meet the educational, health and developmental needs of the children in its care. Some strands of the programme are designed to give back-up support for working parents, while others try to involve parents as closely as possible.

The programme is based in three buildings on a local college campus, to the north-east of the city. Denver, which sprawls across the plains under the eastern wall of The Rockies, is a city of suburbs. There are no high-rise, inner-city ghettos, and the streets around the programme can be identified as a poorer area only by smaller gardens, shabbier houses and older cars.

Nevertheless, it is a neighbourhood in decline. Original residents are moving out in search of better homes and schools, and the black community is expanding into the area. Social and economic problems are rife, and the 250 children for which the programme caters are only a fraction of the children in need.

Pre-school provision is all too often a piecemeal affair. A country that has good nursery education may provide few baby-minding facilities, a neighbourhood that offers excellent mother and toddler clubs probably has no way of meeting the educational needs of deprived children.

Responsibility for this area tends to be split between education and social services authorities, and money can come from either government or voluntary sources. Inevitably the needs of many are unmet, and some children and their families fall through the cracks of existing care.

The programme provides day care for babies, toddlers and infants; before and after school care for children up to 12; holiday care; and overnight care for children whose parents work in the evenings or at night. It also operates a child crisis centre, ever ready to offer full-time care to children whose families are in trouble, or who need to be taken from their homes.

A staff of 45 (full-time and part-time), including teachers, health workers and administrators, work on the programme. It also uses the services of a speech therapist, a psychologist and a local social services team, and has many voluntary helpers, most of them parents or former parents.

The board of volunteer directors has a clear vision of the programme as a whole. But it has grown big by bit, and since each section tends to have a different balance of funding (money comes from federal, state and local funds, from voluntary contributions and in some cases from fees paid by parents), it is divided into six separate projects, each with its own capacity and emphasis.

The Head Start component of the programme, for example, takes 80 four and five-year-olds and is part of the American network of projects which gives children from poor and deprived backgrounds a social and educational push before they start school. This was the original COP project, founded in 1965. Nutrition and health care are important elements — the children get carefully balanced meals and physical problems are quickly picked up. Parental involvement is also considered crucial.

Like all Head Start schemes, this one is enjoying the benefits of renewed public support, as word of its long-term benefits spreads beyond specialist circles. At the end of the 1960s, when Head Start had been going for about four years, national evaluations showed negligible results and compensatory pre-schooling was viewed with increasing scepticism.

This view is still widespread but recent work by Irving Lazor of Cornell University, collating a number of research studies, has shown that Head Start and

similar schemes do have long-term beneficial effects. Children who participate in compensatory programmes are less likely to be placed in remedial classes when they attend school than are children from similar backgrounds who do not.

And when they reach their teens they show considerable avoidance of being born mature. High school girls who become pregnant often opt to continue their schooling, and boys and girls have realistic job ambitions based on a clear view of their abilities and limitations.

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Robert Conquest on American verse-and worse

As it is, let us first note some agreeable surprises: for instance, an unexpectedly high standard in the *vers de société* of the early nineteenth century—Fitz-Greene

It falls into several categories. There is much worse here which is not light at all—"Barbara Fritchie" ("Halt!"—the dust-brown ranks stood fast, "Fire!"—out blazed the rifle blast!); "Paul Revere's Ride

Then there is the tendency of Americans to reverse to be anecdotal. Sometimes, and especially in the populist "Don't look at me that way, stranger" mode, this is good, tangy stuff. But it does lead to such horrors as the verifying of the old joke about the child looking at a picture of a Roman arone and saying that one poor bloo hasn't got a Christ-lap; into even less down-out verses ending

The babe, with a cry brief and
Fell into the water baptismal;
Ere they'd gathered its pilgrim
It had sunk out of sight,
For the depth of the font was
Having noted all this, one must
less say that the book contains
and little-known material to be
addition to the obsoles of anyone
to light verse. One may remain
for that than unuseful of the

Professor Freedman had admitted the slight virtue of being funnier or fun than Sir Keltie Joseph would have been and almost as funny as some of the stand-up comics in The Comedians (Granada). They were less cuddly than the professor, smiled less and were given no prequel pauses (whereas he was

From Sirk's use of mirrors
Hollywood melodramas is
restoring than the fact that
judges did something more
—left pictures that recur
monomy. The script was
biethnic. It is presumably
to apply Aristotelian
to a piny conceived within
Aristotelian tradition end to

Bersuasive Bottoms in "Love and the Ice Cream Maker"

Stuart Hood lectures in communication studies at Goldsmith's College.

*Roy Fuller on poetry
in the
clutches of the academics*

Yet he is well aware of the dangers of being fixed in this posture. Though he puts scientists among the "enemies," he recognizes the similar aims and methods of the poet and the mathematician, as (among h

gets stronger as it goes along. One begins to feel that it is no bad thing that one's poetic assumptions, and beliefs are being challenged in a fundamental and systematic way, even on a level and with examples that may have scant relevance to the poet.

of form, beneficent effect in the stanza of the Ode to a Nightingale" (though we may think it was "bath" brought forth "path" rather than the other way round). This occurs in his longest and penultimate chapter, "Twenty-six Parables of Classicism."

the poets" would not gait him. Poems are made with words, as in and when freshness and accuracy have been subordinated to other poetic judgment, there had poets under crimes' defences. I am not

...present a full, explanatory
...of the processes and their
...effects, have a quality a
...almost playful, which
...while one must

The authors of *African Textiles* are jointly responsible for the African collections at the Museum of Mankind and their book is the

a second batch of children, were
more on top of their material. Me
Cartledge had a pleasing serenity, a
stillness which holds children's
attention far more in the long term
than endless volubility and folding.

and rumblings even at the pros and cons of the so-called trantle-ale ghettos, this conc-imagiative and low-er to the ever-ve-

sources to a poor second place. And the sections seem out of balance too. The first section requires greater effort than thought, and the student will find many a useless section.

Updating sheets every

resources

Major construction work

ELIZABETH MATTERSON surveys kits, models and toys designed for the junior building trade

Construction toys are played with in many homes and in every play-group, nursery class and day nursery: they are used in secondary schools for maths and science projects, and in higher education establishments for visual representation. Construction kits, with components made from materials such as cardboard, plastic, metal or wood, demand degrees of skill varying from the pressing out of cardboard shapes to the use of sophisticated tools. Making objects like clocks, boats and hi-fi equipment comes into the flourishing hobby market. Arriving at a definition of "construction toy" becomes more difficult as one examines the vast range.

The widest definition would include any collection of objects, materials or modules which can be combined to construct an object which is larger and different in shape from the materials from which it is made. Depending on the materials used and the method of joining them, they may produce a specific object or offer scope for imaginative building. They will encourage manipulative skills, knowledge of spatial relationships, concentration and patience.

Some will demand co-operation: others, designed for older children and adults, will also benefit younger children who watch and observe attitudes and skills. For the purpose of this survey, construction toys have been taken to mean those materials and sets which are made for children up to school age, which can be joined together efficiently to provide a stable structure, and which can be taken apart so the materials can be used again.

The earliest construction materials are floor bricks, building cubes, graded beakers, or stacking toys which can be piled up or used for more complicated projects.

A further narrowing down of the definition of construction set would be those materials which provide a module which fits and match and have some linking feature which will hold the work stable while it is being worked on. These fall into roughly three categories:

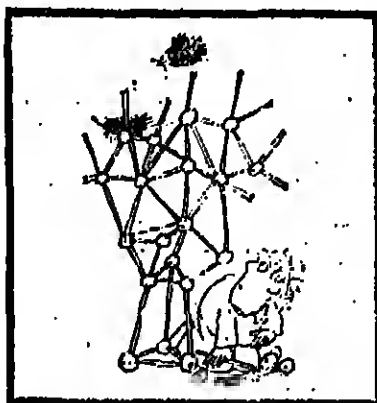
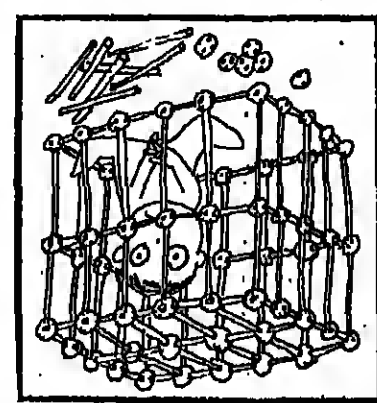
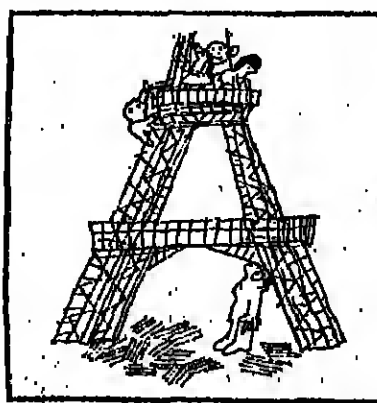
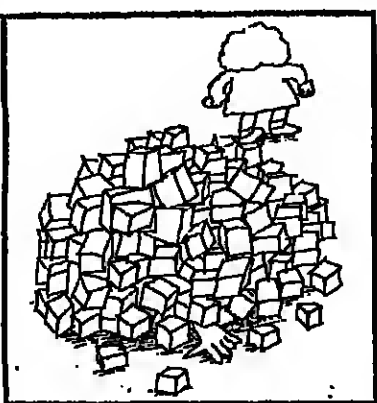
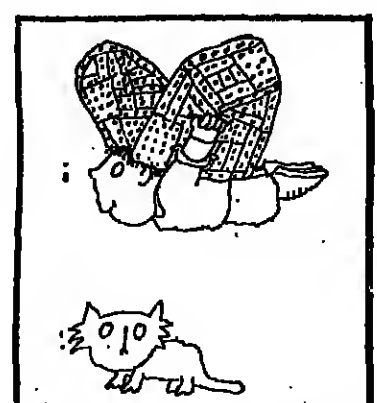
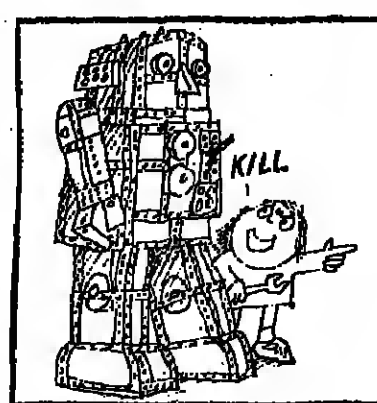
1. Those with a basic module and linking projections or slots. Suckler's, or Matador, cubes.

2. Those with several basic modules which have holes and linking pieces such as rods or nuts and bolts. These include Matador, Moccana and Construct-O-Straw.

3. Sets whose pieces are slotted together. Examples of these are Young Builder, Slot-Build and Octo.

Which set to choose will depend on many factors: whether the child or children have demonstrated some interest and ability in this type of material; value for money; length of time the child is likely to be interested in; and the child's age. The latter models may prefer, to play with Lego, while imaginative children often enjoy a Matador type set with loose, free, interlocking pieces. Another vital factor is whether the child is able to assemble the pieces? The vexing question of where best to lay out money when the group or family already has one set, and how to decide whether to buy more of the same or a different type altogether can only be decided by careful consideration of the individual child.

Observations by adults working with groups of under-fives indicate that the most popular sets are Lego, and the Matador types. Matador, Moccana, small Lego and Suckler's Bricks appear to encourage concentration, and the first three of the most imaginative construction. Some types of construction seem to need



the support of an adult to encourage or to answer questions. Other sets, particularly those which slot together, are more likely to encourage solitary play. Small Lego, for example, tends to be played with by one child, who has reached the stage of deciding what she or he wants to do before beginning, and does not want anyone to interfere.

Most construction sets are well designed and produced and offer excellent value for money, but there are some faults which should be avoided. Sometimes the pieces are not as strong as the child, and get broken or splintered. Sometimes pieces fit too tightly to assemble or too loosely to make a firm construction. Some sets have linked modules but do not have enough links for the over-generous way inexperienced children use them, and of course pieces will always get lost. The following groups of construction sets all have interlocking modules.

INTERLOCKING MODULES

Lego Duplo. This is larger than standard Lego. The range for small children has been greatly extended and now includes figures, animals, wheels and parts to make up vehicles and nursery furniture. Prices range from £1.35 for a taxi to £19.90 for a farm set.

Abbott Plastic Playblocks. These can be used for very young children. They are hollow polythene bricks in two sizes, with projections that fit into a recessed surface. Although they are expensive, and difficult to store, very large walls or towers can be built. They are produced with a variety of shapes, including a half brick, and can be built up gradually.

MultiLink are 2cm cubes which click together. Young children can assemble them into simple shapes such as guns or dragons but their range is limited and they are most likely to be used for pattern making or random fitting. These materials are often used for early maths work in schools, so familiarity could be valuable. One hundred cubes cost about £3.74.

Sticklebricks can be used from approximately two years onwards. Sets contain various shapes, colours and sizes of Sticklebrick (which are like stiff plastic brushes), plus wheels and tyres. The bricks fit easily and firmly into any position. Older children who want to make specific structures find them limiting, but younger children enjoy the achievement of easy adhesion. The quoted price for a set is £2.95.

Little Houses (Susan Wynter) are very different from Sticklebricks, although they also interlock. The pieces are small plain wood blocks. There are three basic shapes, and roof pieces. The set would be useful for traffic play or road layouts. Little Houses cost £3.99 a set from Toy Trumpet Workshops.

COUPLED MODULES

The next progression in construction toys is met by sets with modules joined by simple push-fit linking pieces. The most familiar and popular are wooden pieces coupled by dowels. This system is readily understood by children who have already had experience of the early fitting toys.

Galt First Construction Set is a selection of plain wood cylinders, "squares" and rectangles, cubes, circles and linking rods, which are compatible with Galt Floor Bricks. They are simpler than most sets in that the holes are drilled only at right angles to the surface, so the pieces—which lead to straight-forward building to two planes to give a square construction. The set is supplied in a hard carrying case with a drawing bag, and costs about £7.50.

Matador Overlays (Abbott Play Specials catalogue). This kit is a larger wooden construction set, again consisting of blocks, wheels and dowels with holes drilled at right angles. The pieces represent an excellent attempt to produce materials for young and handicapped children. It is available in a carrying case for £11.95.

Abbott Wooden Construction Set (Abbott Play Specials catalogue). The set looks very like those already described, but there are more holes in the basic pieces, and the set allows for much more complicated constructions. The basic set of 80 pieces costs about £27.90. Pieces can be replaced or the set added to.

Connector (Abbott Play Specials catalogue) also has large pieces, with holes at a variety of angles. There are various sizes of sets, the larger ones being supported in wooden boxes which can be incorporated into the construction. Prices start at £6.44.

Red Click (Early Learning) is included in this grouping as it consists of flat pieces, rods, wheels and joints which are integral to the set, rather than just links. They have interlocking ends which click

round each other. The red, yellow and blue pieces are made from very strong plastic which is pleasant and firm to handle. The models which can be made from Red Click are rather stylized, but the set makes a pleasant change from many other types of construction toy, and is reasonably priced at £4.25.

Kugell (Abbott Play Specials catalogue). This consists of rigid white plastic rods of varying lengths which fit into coloured plastic balls. Each ball has 26 holes. They can be linked to give a skeletal outline, or used for experiments. This material is probably more useful for model construction at higher levels. It costs £8.25 a set.

Construct-O-Straws (Cochreane of Oxford) are illustrated in various catalogues and can be found in retail shops. They are flexible plastic straws which can be cut, and are linked by being pushed on to spoked wheels. Young children are attracted by the bright colours, but left to their own devices will achieve little more than fiddling. They would probably enjoy helping an adult make a mobile. The last available price was £2.97 a pack.

Busy Bits (Early Learning) is a collection of strong, flat flexible shapes in a variety of colours and sizes. A fair amount of strength is needed to fit them together, but once joined they stay firm. The shapes do not lend themselves to making any specific structure, but offer a cheap introduction to fitting, and their variety gives useful spring practice. Busy Bits cost £1.55 a set.

Octone (Galt) are similar to Busy Bits, but provide only one shape in six colours. Again no specific shapes can be made. £5.45 a set.

Figure Craft (Early Learning and others). A cardboard drum contains a collection of coloured plastic pieces, including triangular bases, single layer shapes in different sizes and colours, and large double and triple layered shapes. The single pieces "sandwich" into the recessed slot edges of the double and triple layer pieces. The colours are attractive, but the plastic is of reasonable quality, but some of the pieces are very flimsy and the long thin shapes will snap, which could be a problem in a household with young babies. £2.25 a set.

Slot-Build (Daniel Teacher Aids) The set contains twenty large (9.1 x 5.1 inch) plastic rectangles in four colours. Each rectangle has five slots on the longer edges. Although this set makes a comparatively large building the pieces are very difficult to assemble, and the construction

is not stable until it is locked in place by the last piece. £2.21 a set.

Susan Wynter Farm. The fitting together aspect of this toy is subsidiary to its function as a farm set. It has a base in two pieces which join with a jig-saw projection and a ladder. The parts are all wood and some are coloured. £12.95 from Toy Trumpet Workshops.

CONSTRUCTION WITH TOOLS

There are several wooden sets similar to Slot-Build, including Young Builder, designed by Susan Wynter (Toy Trumpet Workshop, £9.95), Young Master Builder (Abbott Toys, £5.80), Junior Architect (Abbott Toys, £2.17). The last major type of construction set comprises modules drilled with holes to take nuts and bolts or screws. As it involves tools, it is of set appeal to a different age and stage.

Plastic Meccano (Abbott catalogue). This is an updated version of the old favourites. It contains large plastic strips, bolts, gears and wheels in bright colours, and is suitable for younger children than its predecessor. It covers several years of construction activity, and costs £12.95 pieces or £13.45 for 2 pieces.

Beauflax (Early Learning) is a wooden set in plain and coloured pieces providing Meccano strips, and blocks to be joined with wooden screws and bolts. A screwdriver and a plastic spanner are included. There are also a tyrod wheels, and washer spacers. It looks bright and lively, and interesting objects can be made. The main pieces are threads in the main pieces, rather than the screws and bolts tend to snap if they are forced. £5.50 a set.

Escor Construction (see Toys Ltd, most educational retailers and retail shops). This is a beautifully produced collection of painted wooden pieces which make vehicles. Polythene nuts form the wheels. The set is very valuable at £10.34, which it will be in the near future.

Giant Engineer (Abbott catalogue). This must be the ultimate construction set. The giant wooden pieces fit together with nuts and bolts and include tyrod wheels, making life as easy as building with Meccano. The set is a great deal of pleasure from Giant Engineer, and it would be useful for family group school classes. The drawback is the price—£14.95 at £62.50 for 309 pieces.

For more information on these and other toys, contact the publishers or the local nursery school or group.

ADDRESSES

Susan Wynter Toys, Toy Trumpet Workshops, Church Road, Lingen, Essex.

Early Learning Ltd, Gravelly Road, Cheltenham, Dorset.

Abbott Toys, Paul and Mary Abbott Toys Ltd, Pinnacles, PO 20 2R, Havant, Hants.

Logos Ltd, Wrexham, Cheshire.

Early Learning, 11 Crown Street, Reading.

Daniel Teacher Aids, Cherry Tree House, Davey Lane, Alderley Edge, Cheshire.

Cochreane of Oxford Ltd, Crazed Lane, Oxford.

John Adams Toys Ltd, Crazed Lane, Wargrave, Berkshire.

Galt Toys, James Galt and Co Ltd, Brookfield Road, Cheshire.

Maths options multiplied

PAUL MCGEE reviews the Kent Mathematics Project

Kent Mathematics Project Levels 1-4 available at £78 per level. Levels 5-9 will be published at the end of 1981. KMP levels 1-4 (for slow learners) is available at £58. The three levels for slow learners are expected to be available by June 1980 at a total price of £144. Ward Lock Educational, 116 Baker Street, W1.

Schools which are appreciating their mathematics work in the light of all the recent curricular surveys and documents could find that the Kent Mathematics Project (KMP) has something worthwhile to offer them. It seeks to provide each child with a unique course in mathematics, while giving teachers a flexible scheme which uses their teaching skills and provides them with a means of assessment and diagnosis. It does this through a series of eight levels of work designed for children from that of the average nine-year-old up to O level. There is a ninth level for pupils with exceptional ability, and a Schools Council Project which provides three levels of work for slow learners from 12 to 16.

KMP is a material bank of workbooks, booklets and cassette tapes arranged into 10 mathematical categories: number structure; number calculation; geometry; plane; algebra; geometry; solid; statistics; graphical; sets and groups; topology; and computer technology. Materials for slow learners avoid using either algebra or computer technology. The materials have been designed by about 30 people, mostly teachers, over the past 12 years. During this time it has been tested by about 35,000 pupils, and all the published material has passed an 80-80-80 test, i.e. it has been considered not just successful with 80 per cent of the pupils but 80 per cent of the teachers.

All the materials are colour-coded, to identify level, concept and speed. The speeds of learning are fast (F), medium (M), slow (S) and very slow (V). These speeds relate to verbal ability and pace of learning expected. The complete KMP material bank contains about 1,200 tasks giving 2,000 presentations. Some materials, such as mathematical games, can be used for more than one ability level.

Basic concepts are frequently given for all four speeds of learning because of their importance. There are no 5 materials above level 4, which is seen as the attainment level for the 16-year-old slow learner. The L materials are sold separately although they retain similar colour and coding schemes. This assignment of F, M, S, and V categories to a pupil is not necessarily permanent. Children may be fast at one topic, perhaps numerical work, but slow at another, possibly geometry.

The progression of concepts is shown by the network chart for each level. By following the network the teacher should ensure that pupils are assigned appropriate tasks. Each pupil is given a matrix of 12 tasks which can be completed in any order unless the teacher imposes some particular order on some or all of the tasks. This freedom of choice could lead to the situation where there are more pupils waiting to complete a particular task than resources available. There is a network per pupil per level and this forms the teacher's record of the pupil's progress while the

workbooks avoid undue modern terminology and mathematical notation. Some references to sets and groups are made, but the booklets avoid using number, length, shape and space, weight, time, money and capacity. About half the course is devoted to number.

The approach to number begins in Part 1 with a straight addition and subtraction exercise, and addition and subtraction exercises are extended to totals up to 20; subtraction involving numbers up to 20 is started and completed.

Multiplication is introduced in a practical way dealing with products such as 3x5, 5x2, 4x3 etc, where the answers go up to about 80. Division is introduced through sharing, repeated subtraction, and more advanced, as the inverse of multiplication.

There is a first look at place value where the introductory work is grouped in three, four, five, and so on, finishing with tens and units. The place value work was not as clearly planned as the other number topics and it seems surprising that there were so few opportunities for counting and simple recognition experience with larger numbers.

The money and shopping activities keep in line with the number skills developed. The treatment of time covers telling the time to the nearest five minutes. The measurement activities in Part 2 are geared completely to giving experience of certain standard units, namely the kilogram, half kilogram, 100 gram weight, litre, half and quarter litre, metre and centimetre. It is a shame that more simple problem-solving activities could not be included in the teacher's guide. With the exception of the application of weight, units in cooking it seemed that all the emphasis was on facts about these units, rather than on their uses.

The second teacher's handbook maintains the same high standard of clarity and presentation. It is to be found in the first of the two booklets and pupils' workbooks. The mathematical content is very clear, and any of the thirteen topics can be used in a variety of ways. The booklets are arranged in a logical order, and the teacher's handbook and pupils' workbooks are arranged in a logical order.

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matrix focus the pupil's record of the work that he or she is currently doing. Each task is designed to take between 30 minutes and three hours to complete and, on average, pupils complete between three and five matrices per year.

Pupils are assigned their first matrix from the results of an entrance test. They work through the matrix, consulting the teacher where necessary. At the end of the matrix the pupil takes a test on the work which has been completed. While the teachers are marking the test the pupil is working on a free choice task. After marking the test, the teacher checks on weaknesses and uses the result of the test to assign the next matrix of work.

Most of the tasks are worksheets which provide a stimulating range of mathematical activities using simple language, clear instructions and pleasing pictures, and giving all the answers. This strategy has been adapted to make sure that pupils have confidence in what they are doing before they move to further parts of the worksheet. It also reduces the teacher's marking load, and the matrix test will expose weaknesses. Some worksheets also use cassette tapes to cover topics which would be too wordy to write down. The tapes are well produced and well paced. With the current concern about the lack of achievement in mathematics by girls it is very disappointing that all the speakers are male.

For topics which need a more sustained development there are booklets varying from the very good booklet on fractions in Level One to the ten less satisfactory booklets in Level Four. Some of the material seems to need fuller treatment than the booklets allow.

In the booklet on fractions the following statement appears: $4 \div 2 = 2$, $6 \div 2 = 3$; and in the section on decimals it is claimed that writing 0.35 as 0.350 when subtracting 0.076 helps accuracy. In each case, what is being done is satisfactory, but the explanation is unhelpfully brief. It is not intended that the Kent Mathematics Project provides the pupils with all their mathematical experiences or that individual work-

carrying out of least the basic activities in the handbook and making up some of the worksheets. Teachers will have to study the book fairly closely to sort out the key stages, and could be irritated by being to wade through anecdotes and procedural hints.

Teachers who like to respond to the children's own suggestions and relate to approaches they have thought out for themselves will find that most of the emphasis in Nuffield Mathematics is on telling children what to do, not on what they should do. The handbook, which tells teachers what to do.

The write-in worksheets accompanying the handbooks are written in a middle-of-the-road style, keeping away from anything too fancy, yet not degenerating into boring lists of exercises. No second colour is used, but there are plenty of pictures to break up the page. The illustrations are serious and stick to business all the time; no cartoon characters or other jokes. That formal tendency is also met in the language: "We call this shape a cuboid" was the economic royal "we". The content tends to be at the harder end of each little topic and relies on full explanation and discussion being provided by the teacher in advance.

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The highly original Bronto books are intended to supplement the whole of the infant level course. They are 8- or 16-page story books, superbly illustrated in colour and designed to develop mathematical vocabulary and some mathematical concepts. They are not integrated fully into the rest of the course, but a reference to the appropriate Bronto book is made at the end of the relevant chapter in the

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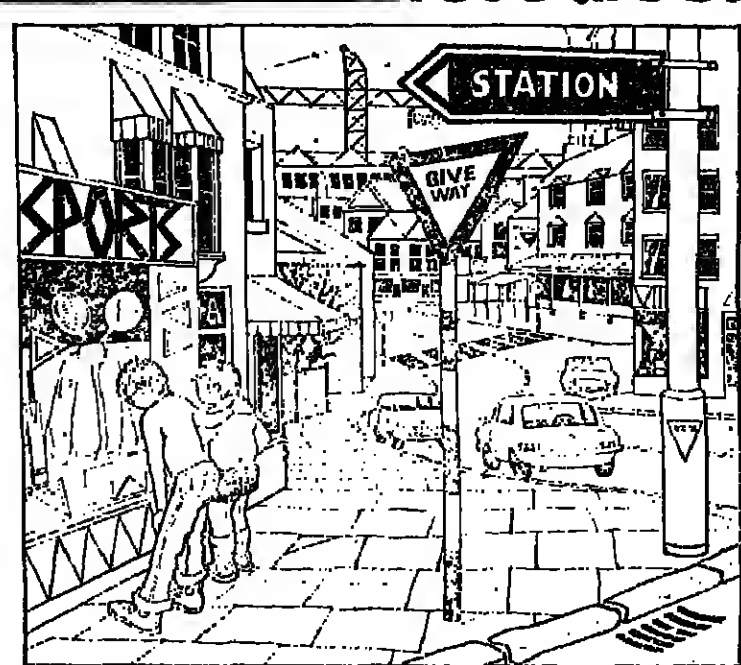
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The teachers' guides are well written and contain much useful information about the design and use of the scheme. The guide for the Schools Council slow learners' scheme is particularly good with its emphasis on the importance of making the importance of speaking; the use of apparatus; the need for practice; and an invaluable section on how to organize topic work. It is a great pity that these notes are not included in the mainstream teacher's guide. All the points are equally applicable to average pupils and it is fully understood by more

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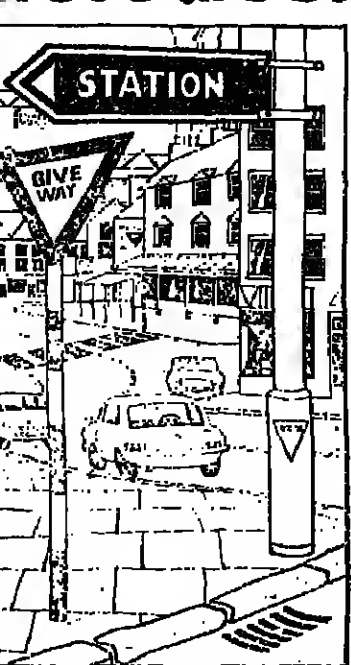
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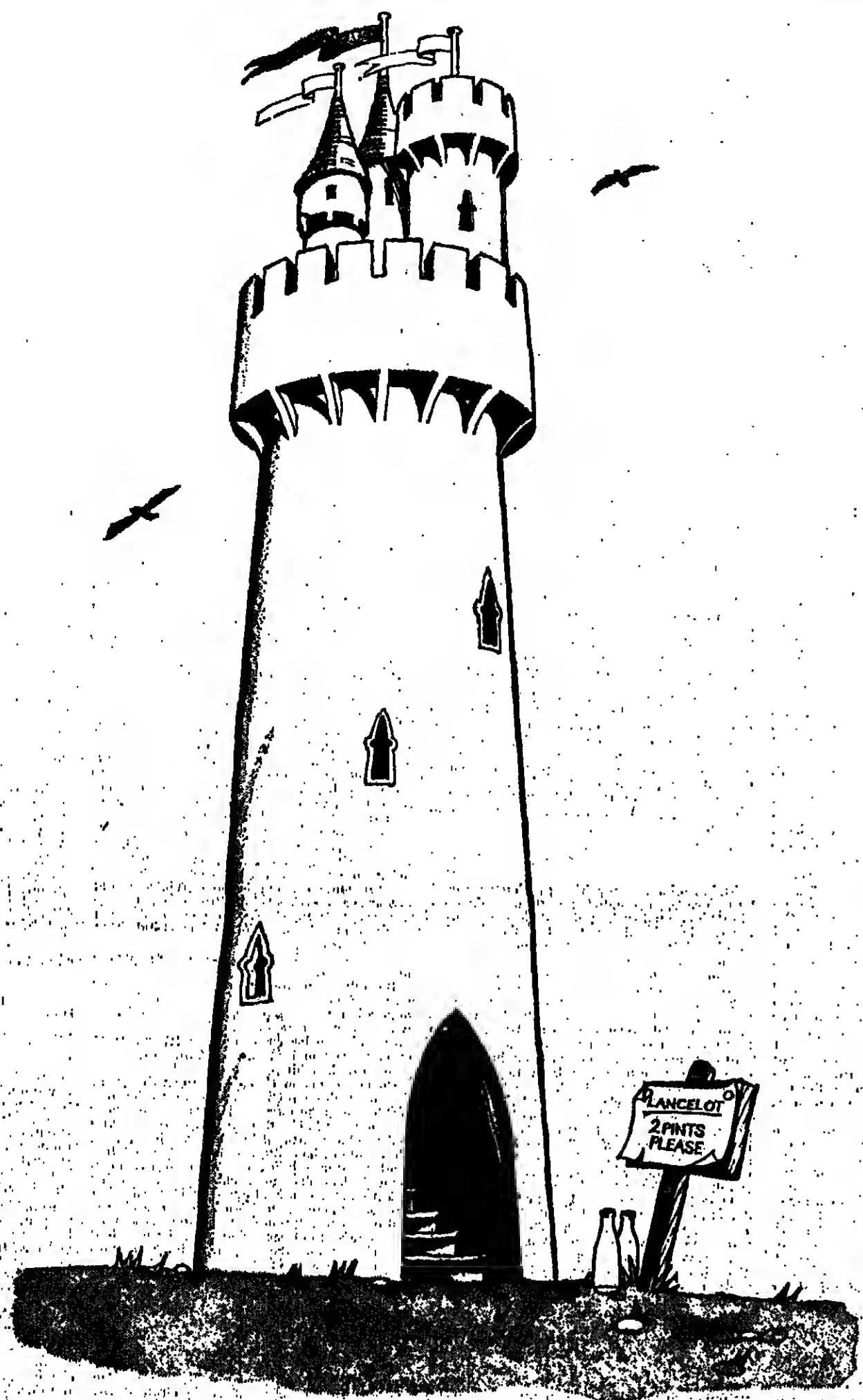
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CAREERS

GETTING THEIR PRIORITIES RIGHT

Philip Schofield explores some recent research studies into the career aspirations of young people

often the occupational information given to young people is based upon false assumptions about their career aspirations. This is particularly so when we recognise that research has been done to give us some understanding of factors which influence their occupational choice, and their information needs.

In 1978, The Construction Industry Training Board conducted a survey of 849 pupils in 302 British schools, just prior to their sitting level or equivalent examinations. The pupils were asked to indicate the most important factors which might apply to a given job. The eight most important factors, each being noted "liked very much" by over half the boys and the girls, were:

The work is interesting
A secure job where there's not much chance of being made redundant
Good pay

Good chances of promotion
The work is varied
A job where the training is good
A job where you can get on with the other people at work

There were few differences between the boys and girls, although there was a shift in emphasis put on certain factors. Girls, for instance, were even more concerned than the boys with having interesting work, even though it headed the list for both sexes. Girls were less concerned than the boys with good pay or security. The most disliked factor in any job was lack of variety, a view shared equally by both sexes.

Academic attainment and work experience do not appear to change the main priorities. The CITB survey was of O level candidates. A survey of 818 mixed ability school leavers, entering or having entered their first job, which I reported in 1972, asked which of job factors were most important. In the three most important factors, both the boys and the girls, in order of priority:

Interesting work
Prospects for advancement
Opportunity for high earnings.

The boys then ranked "security" fourth, the girls giving it only ninth place. Girls ranked "friendly and helpful colleagues" fourth, the boys placing it fifth. Both boys and girls ranked "scope to develop own ideas" in sixth place. The two least important factors for both sexes were "recreational facilities", ranked fourteenth, and "prestige of the company" which ranked last of all.

At the other end of the academic scale, 1,000 final year university undergraduates were asked by Professor David Willings to rank 19 job factors. Once again "interesting work" headed the list of preferences, followed by "prospects for advancement", "scope to develop own ideas", "adequate supervision", "competent supervision", and in sixth place "high salary".

Similar priorities are also expressed by the work experienced. For instance, Paul Hill surveyed 1,000 graduate employees of Shell International. Out of 27 given job factors, they placed "interesting work" at the head of their list of priorities. Similarly, a survey by David Greet and Roger Williams of 1,000 industrial executives placed "challenging work, work from which you get a personal sense of achievement" at the head of the list, followed by "an opportunity to advance to higher levels".

It is clear that occupational choice is primarily based on factors relating to the intrinsic nature of the work itself, and not on extrinsic factors relating to the terms of employment, or the conditions in which the work is done. This necessarily means that those providing careers information and counselling should concentrate on providing a detailed and realistic understanding of the work content of a wide variety of occupations, and of the prospects for advancement which lie beyond the initial job in hand. Unless they do so, young people will be unable to make a realistic choice.

From where do young people acquire job information? The CITB survey asked respondents to rank the usefulness of 14 possible

sources. There were interesting variations between boys and girls. The six sources considered "most useful" by boys were, in order of preference: careers publications and booklets; parents; careers teacher; adult relatives and friends of your parents; careers officers (not teachers); seeing people do the job.

The order of priority for girls was: careers publications and booklets; careers teacher; careers officer (not teacher); seeing people do the job; parents; adult relatives and friends of your parents.

Girls, apart from being less influenced by their family than boys, rated careers publications even higher than the boys.

Careers publications range from annual careers directories such as the ubiquitous "Opportunities for School Leavers" (now "Young People's Guide to Opportunities") to the publications of the Careers and Occupational Information Centre (COIC), to books like "Careers Information—a job knowledge index" by M. K. Kirmse, in which young readers can test their knowledge of the work content of a wide variety of occupations by reading a battery of statements about each job as either "true" or "false", and then checking the accuracy of their assumptions against the answers.

Parents are very influential, especially with boys. However, they often feel ill prepared to advise their children. The 1979 initiative by The New Opportunity Press to publish an annual "Parent's Guide to Careers", is therefore particularly welcome.

How influential is direct face-to-face counselling from careers teachers and careers officers? The studies of Colquhoun and Sharrett in America suggest that it is very important. In a study of 466 young people they found that 90 per cent of all their sample had changed their educational and vocational aspirations after receiving formal counselling. This places a heavy responsibility on the counsellor, who must be given adequate training and resources to be able to perform effectively. It is especially

important that careers teachers in the schools, and counsellors in the careers service, must be insulated from the cuts in public expenditure—and ideally be given additional support. The future development of our society depends, in large measure, upon how effectively we can match young people with the openings available to them.

Having said all this, how realistic are the expectations of young people in relation to their first job? In 1972 I questioned 491 people who had recently commenced their first

job—asking if it was "better or worse than you expected it to be, or about the same?" Forty per cent of the boys and 45 per cent of the girls said better, 11 per cent of the boys and 6 per cent of the girls said worse, the remainder saying about the same. This suggests that there is a healthy degree of realism about the work aspirations of young people.

Philip C. S. Schofield is Director of The Careers and Employment Intelligence Unit.

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Degree Course Offers Winning Your Place at University and Polytechnic

By Brian Heap
The annual guide, now in its eleventh edition, to selection and admission to degree courses in British universities and polytechnics. This is essential reading for the tens of thousands of school leavers who apply each year to institutions of higher education. University entry levels—set by way of offers to applicants—are published for over 300 degree course subjects. What the Press has said: "A veritable Michelin Guide to universities... It is a must for every potential student." (The Daily Telegraph). "Mr. Heap is the author of probably the best known guide on the tactics of applying for a degree course place... an essential reference book for all secondary schools and colleges."

Signposts for Sixth Formers

The guide to entering Higher Education for applicants and their advisers

By Edwin H. Cox
A highly readable and comprehensive guide for all those seeking higher education, suggesting questions to ask, giving some of the answers and sources for the rest. Edwin Cox, a highly qualified educationist with 15 years of administering university admissions and examinations, has written a brilliant book which complements "Degree Course Offers", "Survey of Polytechnic Courses" and "The Students' Guide to New Degree Courses".

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Schools are reluctant to steer their brightest pupils into nursing, feeling that the only way to the National Health Service is to improve career structures, education and training, salaries and working conditions. If it is going to attract the staff it needs. At the same time, modern demands are being made by the profession as a result of technological advances and increasingly efficient management require higher standards than ever before. This partly explains a persistent shortage.

But how well informed are schools? I asked at the Nursing and Hospital Careers Information Centre who receive 45,000 enquiries a year, about 80 per cent of them from people wanting to nurse? Well versed in the shortcomings, not so realistic about potential. Certainly the development of recognized degree courses has improved the nursing image in the academic world though only a very small proportion of the 400,000 total work force are graduates and a degree is not necessarily a short step to promotion.

It is still possible that a talented youngster interested in nursing will be encouraged to take up medicine instead. This implies a woeful lack of understanding each profession has its own special rewards and demands, in no way is a doctor an academic nurse.

A nurse's prime responsibility is day to day care of patients. Ideally a recruit should have a real concern for people, practical bent, reliability, intelligence, physical health, stamina and above all the ability to form relationships, even under stress. On top of this the profession makes taxing physical and emotional demands. It is unfashionable to talk of vocation but nursing does involve considerable personal commitment.

People see the *Angels* programme on television. I was told at the advisory centre, but it's totally unrealistic. They do not nurse women about whom they call the "groovy" side. After all, prospective candidates will discover their soon enough. First of all the pay is poor. There is something auspicious about work that has never been popular with boys. It does not have the decorated by romantic discrimination it

COMMITMENT TO CARING

It is unfashionable to talk of vocation but nursing does involve considerable personal commitment, writes Sally Festing



A regular part of the routine—student and pupil nurses in conference at a London teaching hospital.

The pay is very satisfactory. The success of the small number of boys who do take up nursing suggests that as much to offer as girls. Student nurses will accept low pay during training, the crunch comes when they qualify and the ceiling is immediately squashed down. Even allowances made for working unsocial hours are not equivalent to industry's double or service industry's triple. There is no occupational bonus. The financial underpinning of the profession is weak. Society gets away with it simply because we cannot measure care.

If physical posture on nurses is taxing, so is the emotional strain. Hospitalize keep patients inside for short periods when they are critically ill and young students, often aware from school, are faced with severe suffering, even death, in a society which protects them from these experiences. While maintaining outward discipline, inner tensions get bottled up. Many a time, a nurse remembered of her early days, "a quick fog in the eye" was the only way she could carry on. Shift work is unavoidable, after

all, people are not ill five days a week from 9 till 5. In the out-patients department and in community health work where the schedule is more regular, staff with families tend to be given preference. But if nurses' hours play havoc with social life, hospitals themselves compensate to some extent.

Marriage takes a fair toll of new recruits, so does the cultural shock of moving from a small village to a large London hospital. But neither is specific to nursing and the total

workings of roughly a third of the country's health service.

Efforts have been made to improve the career structure. Promotion beyond the post of sister could once be achieved by climbing the administrative ladder. It is now possible to teach the developing area of research in nursing. Another alternative is with the system comes from the who train initially as a Enrolled Nurse then want to become a State Registered Nurse.

Some nurses enter hospital work for a year or two and then return to school to study a related discipline. Some teachers may invite their pupils back to inspire sixth-formers to continue their education to degree or professional level and then one of the best ways of presenting information and advice is through the experience of those who have faced with agonizing decisions about courses, careers and institutions.

In spite of all this known activity, many people in industry and commerce complain that applicants for work or training are woefully ignorant of the requirements of different occupations and frequently ignorant of the future demands of their knowledge and skills.

The myth persists that teachers go from school to college and back to school again without any experience of "the real world of work" and schemes proliferate to give teachers attachments to further their own knowledge or to further the knowledge of their pupils. The atmosphere is one of a Christmas Day in an orphanage. "If they say that it makes you feel good," explained, "in a world where we do not communicate very well, hospital remains an oasis of sanity."

Nursing and Hospital Careers Information Centre, 2123 Broadway, London W2 2HX, has a postal enquiries and personal visits; they give no telephone.

A SPECIAL RESPONSIBILITY

By Catherine Avent

Careers officers sometimes remark upon teachers' apparent lack of interest in what happens to their pupils after they leave school. Not that teachers do not care, of course, and some schools can produce detailed lists of past pupils' destinations.

Young workers are invited to return to their schools to describe their experiences to boys and girls; subject teachers keep track of certain pupils, especially those who are going on to university or college to study a related discipline.

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only anecdotal evidence for this supposition through governors' minutes ask candidates for teaching posts in commerce, science, technology and careers departments whether their previous experience would prompt them to recommend careers in industry and commerce to their pupils.

Helpless candidates have been known to launch into a diatribe about their own unhappy experience and stated categorically that they would steer their charges away from industry and into social and public services.

How much should teachers influence pupils in their choice of career? That is a difficult question. That teachers are influential is undoubted. We all know successful people who claim to have been put on the road to job-satisfaction, influence and affluence by a teacher who inspired them with the will to develop their abilities and talents in the full. Watching the careers of past pupils is one of the satisfactions of a teacher's job.

We are constantly told that the main source of wealth in Britain is the capacity of the workforce since the products of our own agriculture and we have to export goods and services in order to import food and raw materials.

The complacent belief that North Sea oil will solve all our economic problems is untenable. Britain can no longer rely on its oil power and maintain (let alone raise) its standard of living if industry exports products at competitive prices.

The recent report of the Finnis Committee would provide a useful framework for a level economics lessons in its opening chapters which describe starkly the present state of manufacturing industry and its effect on the national economy. If Britain's technological decline is to be reversed it is essential that more talented leavers from our schools

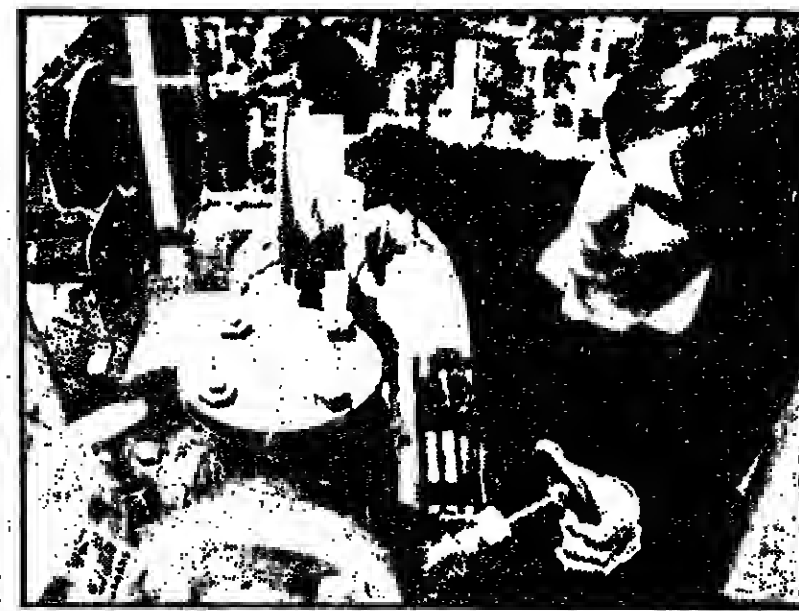
and colleges are encouraged to take up careers in the wealth-creating sectors. An engineering degree is useful for a wide range of careers outside the engineering profession yet it has comparatively low status in the eyes of sixth formers, their parents and teachers.

Many reasons are advanced for this: the image of engineering and industry as environmentally unattractive, stressful and demeaning; poorly paid compared with medicine, law and accountancy; the comparative ease of entry to engineering degree courses even with poor A level grades; the belief that A level courses in mathematics, physics and chemistry are harder than those in languages and humanities.

Careers teachers and careers officers are less influential than parents and teachers of pupils' best or favourite subjects. Teachers of mathematics, physical sciences and craft design and technology have a special responsibility therefore to ensure that they do not intentionally or unwittingly dissuade suitable youngsters from finding out about careers in industry and engineering in particular since this appears to be the crucial factor in the revival of British manufacturing competitiveness.

How is it that engineering has much lower prestige among able school-leavers in this country than in say North America, Germany and Japan? It may be because employers have not given professional engineers the status and salaries which the importance of their work warrants and that vicious circle has arisen from too many weak candidates with poor degrees and getting promotion to positions of influence in industry where they would be models for ambitious boys and girls surveying the employment scene.

Mathematics is the key to qualification for a large number of careers and is vital for engineer-



ing. Mathematics teachers might tell themselves if they are being fair to pupils whom they discourage from continuing the study of mathematics after CSE/11 level. This particularly affects girls, few of whom enter for mathematics examinations at 16-plus.

Physics is the most useful science vocationally. It is needed for medicine and allied professions, for design and the behaviour of materials but this is almost wholly denied to most schoolgirls and many academically able boys thereby giving them a distorted view of engineering as a career.

Science teachers have a great responsibility to ensure that pupils realize how many careers they may be denied by dropping physical sciences even if they continue with biology in order to have a balancing science for a predominantly literary curriculum. Biology is an attractive subject but it has little relevance in industry and commerce in conjunction with chemistry.

Craft, design and technology

teachers struggle to remove the old image of metalwork classes leading to craft occupations. Boys and girls of all levels of academic ability should have the opportunity of three-dimensional experience, graphicacy and work on hard materials linking with their science lessons. Professional engineers do not need to be skilled in craft work but they should have an opportunity of design and the behaviour of materials but this is almost wholly denied to most schoolgirls and many academically able boys thereby giving them a distorted view of engineering as a career.

Mathematics, physics and principles of technology must be central to the curriculum of all pupils if Britain is to have a prosperous future based upon high technology and international competitiveness.

Catherine Avent is Careers Guidance Inspector of the ILEA and was a member of the Finnis Committee. The opinions expressed are her own and not necessarily those of the ILEA.

MAKING A LIVING

Producer David Hall on Yorkshire TV's current careers series dealing in depth with the transition from education to adult life

"That element in the schools programme more especially concerned with preparation for living and working in the adult world."

That is the definition of careers education given in DES Survey 18, and Making a Living attempts to provide a wide range of resources to implement this approach.

The range of courses, is year, and it means that the whole concept of careers education is being broadened to include all aspects of our lives and not just the job that we do. It is no longer a matter of choosing a job, but it is, in fact, much more to do with choosing a way of life, a sense of the values of work, leisure, continuing education and of personal development which is changing society. It addresses itself to the social and economic conditions which young people can expect to experience when they leave school.

If we accept that careers education is concerned with preparation for living and working in the adult world, then the programme must address how the political, economic and industrial framework of society is changing and how this affects the lives of young people.

It is not just the changing nature of the economy, but the changing nature of the society itself. The programme must address how the political, economic and industrial framework of society is changing and how this affects the lives of young people.

Making a Living deals with this transition from education to adult life by providing a range of support materials for teachers who are running courses in which those skills necessary to successful adult life form an important focus. The majority of these teachers will be working in career departments, but educational consideration of school to adult life cannot be confined by curricular boundaries and this is reflected in the way the series has

been structured. The 56 programme units are being transmitted this year from the autumn but related strands, one transmitted on Monday and the other on Thursday.

The Monday strand concentrates on issues relating to young adult life such as parenthood, sex roles, leisure, budgeting, the use of money, living in a multi-cultural society and coping with things like making decisions, transitions and relationships. The Thursday strand is much more work-based and looks at issues such as how our industrial society functions, how the problems associated with economic development, and the role of the state in a wider educational context. It includes an exploration of the nature of work, of the influence of work on people's aspirations, life styles and relationships, and of the ways in which people can themselves influence and contribute to work organizations.

These two strands are designed to be complementary and to provide a broad range of issues for discussion and debate. They are not intended to be a series of lectures, but rather a series of issues for discussion and debate. They are not intended to be a series of lectures, but rather a series of issues for discussion and debate.

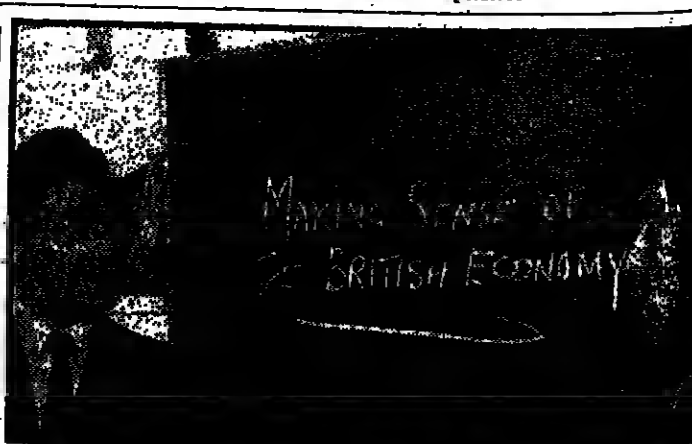
A variety of programme styles is employed throughout the series. It is not only to add variety to the series, but also to find the most stimulating way in which a subject can be introduced in the classroom. The series is designed to be a series of issues for discussion and debate. They are not intended to be a series of lectures, but rather a series of issues for discussion and debate.

and to have a bigger impact on their environment. No Pasture is a 50-minute audio drama that sets out to use the dramatized experience of a young German Jewish boxer in Hitler's Germany as a way into an understanding of the nature of prejudice in terms of its effect both on society and on the behaviour of individuals. Making Sense of the Economy presents five dramatized episodes in the character of a fictional school-leaver called Worley. The hope here is to treat economics as it affects the day-to-day life of ordinary people.

Most of the other units are filmed documentaries, but it is worth noting the involvement of young people in many of the programmes in the series. For example, Look at Local Industry which is based on the Schools Council Communication and Social Skills Project, shows how two groups of students in Durham and Northumberland made a tape slide programme about the agricultural industry in their area and a television programme about the same industry in their area. The series is designed to be a series of issues for discussion and debate. They are not intended to be a series of lectures, but rather a series of issues for discussion and debate.

This technique of involving young people in many of the programmes has been chosen deliberately, because this approach reflects much of the current thinking about careers education which argues that learning styles and methods should be those most congenial to the development of individual learners and autonomy.

Transmission times: Mondays 11.30-1.00, Thursdays 9.30-10.00.



For parents

By David Alexander, education officer, ITV West

There have been a number of television programmes produced recently, such as *Just the Job* and *Readshow*, which have provided advice and information on opportunities for young people, particularly the unemployed. These have been primarily aimed at the young, but there is an undoubted need for a complementary series for parents.

Last year, a report from Youthaid, the youth employment group, indicated that young teenagers turned to their parents as the major source of advice when contemplating a career, but that the advice given was often inadequate.

In April, ITV will be broadcasting a series of six half-hour programmes intended to inform and advise parents on job and career opportunities and help that are available for their children in the 1980s. The series, called *One Step Ahead*, is called so because it is designed to be a series of issues for discussion and debate. They are not intended to be a series of lectures, but rather a series of issues for discussion and debate.

Transmission times: Mondays 11.30-1.00, Thursdays 9.30-10.00.

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Ideal for pupils in their last year at school. A completely updated edition of this really practical guide to choosing and applying for a job and coping with the first few weeks at work. School leavers and younger pupils will find this guide of great help in preparing for career and educational choice. What the Press has said: "... contains sound advice presented in a straightforward way." *Industrial Society Magazine*

The Students' Guide to New Degree Courses 1980

by David Alexander and Shirley Dowson

An important guide to the new degree courses to be established in the 1980 academic year. This is a key book for all careers advisers, including those already well acquainted with current degree courses and their requirements because it gives

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Exercises in Careers Education

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A series of unique exercises for pupils in groups covering different aspects of careers education. It comprises a teacher's section setting out the aim, resources, preparation needed and the method; pupils' section consists of duplicable worksheets. The Exercises are bound in a durable PVC ring binder. (Available April)

Handbook of Free Careers Information in the United Kingdom

This invaluable Handbook contains details of careers information available free from over 200 Professional Bodies and Training Boards. At a time when so little money is available for suitable material it enables Careers Advisers to build up a comprehensive careers library and illustrate careers lessons with audio visual material at no cost. (New edition available April)

Parents and Careers Guidance

by Harry Dowson and Rita Howden

A useful guide for parents to the arrangements most secondary schools make for careers guidance, giving advice on parental influence and participation. This publication should be on every parent's evening and careers conventions. What the Press has said: "Written in a simple and extremely readable style... gives advice which is both sensible and practical." *(GOIC Newscheck)*

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Students entering these courses do not necessarily intend to become teachers but many will see this route as the major career outlet. The recent changes in higher education have produced a complex and still-changing situation, but it is possible to chart the various degree routes.

Academic courses leading to a BA or BSc degree

These courses are variously entitled physical education, sports science, sports studies or human movement studies, and while this aims and content of each course is often specific to the institution, they all involve the study of man, both as an individual and as a member of groups, in the cultural context of sport, games and dance.

Elements offered include biology of physical activity, exercise physiology, biomechanics, psychology of sport, social and historical aspects of sport and games, comparative studies and the study and practice of sporting skills.

The degree may be taken singly or combined with another academic subject, and at honours or ordinary degree level, depending upon the institution. Loughborough and Birmingham Universities offer such degrees at honours level, as do some polytechnics, as honours or ordinary level (e.g. Brighton and Ulster) and institutions of higher education (e.g. Crewe and Alsager). They are undergraduate courses designed to allow the student to study the subject to first-degree level and do not qualify students to teach physical education in secondary schools.

Teacher-training courses in physical education

These are basically two ways in which it is possible to qualify as a "specialist" teacher of physical education.

BEd degrees: this is a concurrent three (pass degree) or four (honours degree) year course in which training to teach physical education is undertaken at the same time as studying the subject.

In addition to studying "academic" aspects of physical education and human movement (mainly as in the academic courses already described), students study education, go on teaching practice in schools and often attend one other subject.

In the four-year honours course the fourth year is mainly academically based, the teacher-training elements having been substantially completed, although this varies with institutions.

On completion of the course students are qualified to teach physical education in secondary schools.

Undergraduate honours in physical education

Some institutions offer a three-year honours degree in physical education, which is a concurrent three-year course in which training to teach physical education is undertaken at the same time as studying the subject.

When the time came to examine the programme which had actually taken place, the "finished" package was not what was expected. The students, who were not slow to catch on to the idea, had chosen to present, predominantly but very inappropriately, a product had more than justified the "marketing" money.

Sessions on the final training were devoted to an examination of current and likely future graduate employment trends and to a media correspondence in an ex-BBC chief. A good example of research was a description of how at least one major publication found life behind the scenes of the industry.

education in schools. Because of the many institutions offering BEd degrees, it is difficult to choose a course which is both challenging and interesting, and students display the same quality of scholarship and inquiry as in any other degree discipline.

Postgraduate Certificate in Education (PGCE): This is a one-year course of teacher-training in which students learn to teach physical education and usually one other subject.

Specialist training is available at some universities, e.g. Loughborough and Exeter, polytechnics, e.g. Leeds and institutions of higher education, e.g. West London.

It is possible to join some of these courses after practically any first-degree subject, but this situation is rapidly changing to one in which only students who have taken physical education/sports science/human movement as at least a major part of their undergraduate course will be accepted, e.g. at Loughborough, where the PGCE (A) Course caters only for "specialist" qualified students. The emphasis during this year is on teaching method and education, building on the knowledge of sport, games and dance gained on the undergraduate course.

Several universities (e.g. Liverpool, Newcastle, Bristol, Loughborough (C) course) offer courses in which physical education is taken as a teacher-training course with an academic subject which is the major teaching subject. This sort of course qualifies students to offer some parts of the physical education curriculum when teaching, but is not aimed at "specialist" training.

With the decreasing need for teachers, and this applies not only to physical education, students should ensure that a training place is obtained at an institution that is "recognised" as producing "specialists". It is not simply a question of going on to do physical education, but more a question of "will I get a job at the end of my training?" Generally speaking, students from what were the women's specialist colleges and the men's "wing" colleges find it easier to obtain posts, one caveat: teachers in schools should be familiar with the names of these institutions. A recent publication about employment of new graduates with teacher-training qualifications says that a PGCE qualification from the university sector find little difficulty in obtaining employment.

A recent innovation at Loughborough University allows students to pursue one of one single or combined honours courses until the end of year two, then transfer to a further two-year course that is a concurrent two-year teacher-training course on which students take their one/two academic subjects plus education.

The expanding field of leisure and recreation has prompted the introduction of courses related to this area. A BSc degree in physical education, sports science and recreation management is offered at Loughborough, this is in its fifth full year and is proving very popular. The

industry does, but they also provide a chance to examine much of the current literature and material available for industrial education. It was very useful to the industry, particularly in the area of the political, economic and social aspects of the day-to-day work of the industry.

And although business games are never wholly recreative, a student who realises that the industry is a far more complex than any lecture or most factory visits. "If you are going to build a brand for the company," we were told, "you must build a brand for the teaching profession given the opportunity to seize the chance, will only be a student who has the chance to seize the chance."

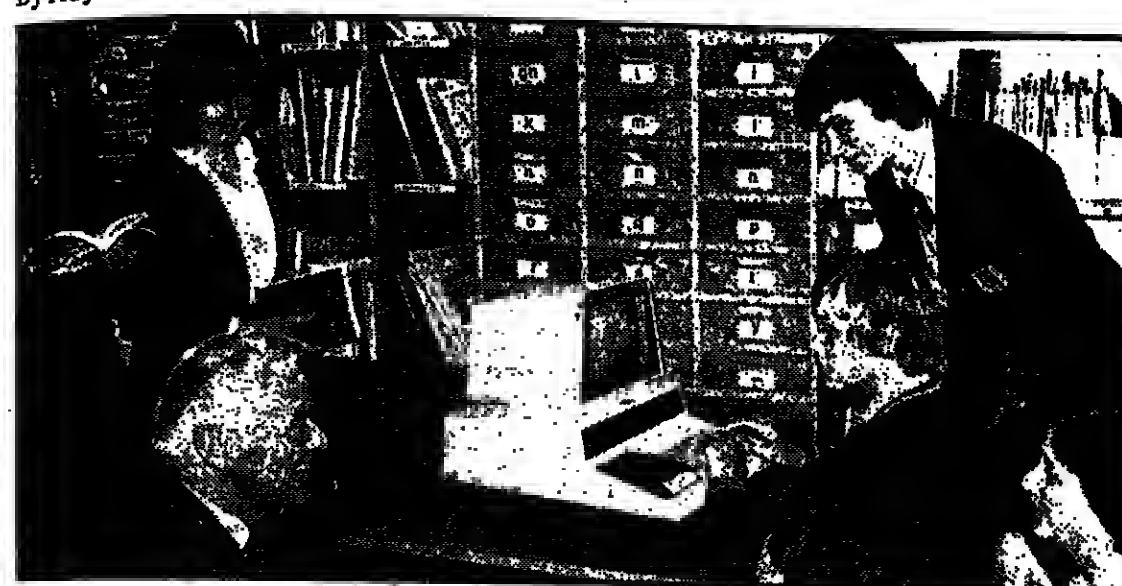
There can be no doubt that such a course is invaluable to any teacher engaged in sixth-form or "career" work. Not only do the formal sessions give a stimulating and concentrated view of the industry, but they also provide a chance to examine much of the current literature and material available for industrial education.

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extra GUIDANCE-BY ALL, FOR ALL

By Roy Hollis



Roy Hollis, pupils and mini-computer at Carisbrook High School.

"Guidance—by all for all" was the headline on a letter of mine published in the TES in 1974. In that letter I argued for the early dismantling of the narrow concept of careers as a departmental and micro basis as practised in most secondary schools in England and Wales, in favour of a more all-embracing philosophical and organizational structure at macro and management level within this wider framework of the generic term—Guidance.

Revisiting my own school (13 to 18 comprehensive in the Isle of Wight) since that letter have reinforced my case and, in some measure, have helped to secure a similar honour for Carisbrook High School, which was recently chosen from 4,700 schools to represent the whole United Kingdom in a Council of Europe study. This study, to be presented to the Government of the 22 participating countries, is part of a project by an international team reporting on the general administration of education and leisure services departments. In 1978-79 local authorities expanded on sport and recreation expenditure £500m.

(C) limited number of opportunities exist within governing bodies for sport at national and regional levels, in organizations including the Sports Council in sports services, and in educational institutions. In 1978-79 local authorities expanded on sport and recreation expenditure £500m.

These students who study physical education in its various forms and combined with academic subjects, are a number of career opportunities open to them. However, they must remember that, unless they have a specific vocational commitment, as in teacher-training, the field of opportunity is limited.

The ability of the new graduate to find employment depends on his or her chosen career, and the field of opportunity is limited. In many cases, the field of opportunity is limited.

Clearly there is a strong case for a reappraisal of attitudes towards, and the emphasis to be given to, the whole question of career guidance in education. We are to serve the real needs of our students as they prepare to live the major part of their lives in the twenty-first century.

Let us also recognize the needs of the country to take the micro view from the need to educate the young to accommodate social change and to achieve some minimal understanding of the political, economic and social aspects of the day-to-day work of the industry.

And although business games are never wholly recreative, a student who realises that the industry is a far more complex than any lecture or most factory visits. "If you are going to build a brand for the company," we were told, "you must build a brand for the teaching profession given the opportunity to seize the chance, will only be a student who has the chance to seize the chance."

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measurement of success of their school in its preparation of students for life hinges on the number of "O" and "A" levels accumulated by their top stream?

But, what has all this to do with guidance? Simply a recognition that this is what it is all about since, until many schools have re-evaluated their mode of operation (Carisbrook carried out a searching external evaluation on guidance in 1978) and faced up squarely to fundamental issues in their philosophy, organization and, above all, the thinking behind the curriculum content necessary to meet the challenge of the next decade, career guidance of any value has no real framework within which to operate.

For lack of real participation in the management team and school policy, in many schools the teacher designated with responsibility for careers finds himself on a limb. Hence, if career guidance is to mean anything, the need for a umbrella structure in which all the interdependent parts from within and without the school are thrown together as a composite whole. In my own school there is no careers department since the guidance system as a function is totally non-existent and assumes that everyone is involved, that one, under the overall aegis of the coordinator.

In practical terms, our organization can be regarded as a three-legged stool in which each foot is mutually supporting the other two. Thus, there are three separate functional systems, associated but distinct, carried on by the same group of people within their different roles:

Academic—seeking student intellectual achievement.

Practical—providing personal development and student welfare.

Guidance—barnesing both the above, together with other agencies that will help to prepare students for a happy and successful life style in leaving school.

Selection—providing the guidance elements within these associated functions, our academic activities already incorporate all the principles of a common curriculum (vide DES Framework) to which room is found (for all, systematically in all years) for many aspects of life preparation (for example careers education, health, sex, life skills, decision making, introduction to politics, economics, sociology and so on) as well as all the conventional systems with limited choice option. Subject teachers are given opportunity of getting out of school into commerce and industry to update and relate their teaching to the needs of the world outside.

At the Head's desk, the school is to be "comprehensively comprehensive". It must be seen to provide equal opportunity for all and therefore adopts a "setting" rather than a "labelling" system; the very real needs of the less able and handicapped are as important as those of the high flyer and the girl leaving school with her two OSEs is just as highly regarded as the boy following a five A level course and heading for Oxbridge.

The educational implications of career guidance are as important as those of the high flyer and the girl leaving school with her two OSEs is just as highly regarded as the boy following a five A level course and heading for Oxbridge.

Pastoral care necessarily involves everyone in school (for example many referrals come from school nurse); help includes assistance in careers research and with the vocational implication of career guidance—especially after student absence on work experience (available to all in final year). Since each student is from a different home background, with different physical, intellectual, social and vocational development, it follows that the only possible starting point in the pastoral system is the student as an individual, within his tutorial group.

During his few years in the secondary school he has to be helped to sort out by himself and to determine for himself (using Carisbrook's system of student self-appraisal) the best means of coming to a sensible choice on his future lifestyle. Here, though, "careers" in its occupational and clinical sense becomes the responsibility of the professionally trained careers officer, closely associated with each year group.

Finally, to some other aspects of the guidance process whose procedure starts in our compulsory feeder schools and extend into further education (including many vocationally biased link courses), higher education and, beyond, to those who have left school and who provide useful feedback into the system.

Parental involvement is actively encouraged at all stages, particularly at key "choice" points. This includes a Parents' Directory, an after-school phone-in service, national assistance, at "route" career talks, opportunity for comment arising from school reports, examination series, student interest forms and so on, apart from the normal update of year and open education meetings.

Industrial/commercial liaison figures highly in the careers guidance programme. The school is in active membership with the local chamber of commerce, manufacturers and industrial training groups. Thanks to our Understanding British Industry Link, the extensive careers library includes a micro-computer for use by all students.

Since guidance figures as a central pillar in the school's organization, it is advantageous that it should be responsible for the detailed planning of the school calendar and coordinate all the record systems; these include regular monitoring of academic progress, social and vocational development. The policies and procedures are outlined in various brochures given to parents and students (Years 4/5, VI Form and so on) and summarized in a Handbook on Guidance.

As the whole programme is integrated into the total school life, it would probably be difficult for a youngster to identify any one area under a career label (except perhaps for individual counselling sessions) since this is a basic principle behind our thinking of what real guidance should be—for all, by all.

Roy Hollis was formerly Director of Guidance, Carisbrook High School, Isle of Wight.

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extra

Selecting the right career has become increasingly difficult and fraught with dangers for the young person leaving school. Decisions on choice of subjects for CSE and GCE qualifications, and the need for earlier specialization, have become particularly important. Quite often the dropping of a particular subject can lead to considerable problems if this turns out to be an essential subject at a later stage.

At 16 years of age decisions have to be taken on whether to leave school, take up an apprenticeship, continue up to A level standard, specialising in two or three subjects, or whether to take up vocational training. The range of courses and qualifications available, particularly after A levels, has become quite bewildering both for young people and their parents. Much more care must be taken in choosing a university degree with career implications in mind.

All too often these vital decisions are taken under conditions of pressure and without an awareness of the range of opportunities available. Rushing the wrong decision can often lead to years of wasted effort and employment problems as a later stage where specialization is all important.

Increasingly young people and their parents are turning to a career analysis and vocational guidance for an assessment to help reach the right decision from the start. We begin by first understanding an assessment of the person concerned to establish what will best suit abilities, interests, personality and needs. On the basis of this assessment we are then in a position to discuss and advise on a range of subjects, courses, qualifications and ultimate careers.

Armed with knowledge and information about the applicant involved, we can then make specific recommendations to help the individual's needs, taking into account the fact that as professional experts in this field, we are aware of

PATTERNS OF PREFERENCES

By G. A. Summerfield, consultant director Careers Analysts Vocational Guidance Services

The wide range of opportunities available. A vocational guidance organization, therefore, has the time and expertise to give systematic and objective guidance and advice. Moreover, we can add the advantage of extensive experience in using aptitude tests, interest questionnaires and personality assessments to advise on educational and career choices.

Our systematic approach distinguishes being interested in something and being good at it; between having the necessary potential to learn in the future and having the knowledge and skills now. The advice is objective because the consultant is not personally involved. He gathers information from many sources and weighs up all the crucial factors in a way appropriate to the individual concerned. He takes into account the wishes of the parents and the recommendations made by the school without allowing them to dictate his conclusions.

A well organized career analysis will consist of the following:

Personal data form: This collects information about a young person's family background, health problems, school attainments, hobbies and interests. His assessment of his own assets and limitations and the kinds of occupations he has already considered. It is completed at home before a person comes for testing and interviewing.

Aptitude tests: The applicant spends three hours taking aptitude tests at Career House. They are designed to establish how well young people can cope with different subjects, courses and careers. Irrespective of what they have done so far. The battery covers verbal and non-verbal reasoning, numerical, perceptual, spatial, mechanical aptitudes and clerical speeds. It

can identify the level towards which a young person can aspire and also the type of learning for which he has the highest ability. The individual's profile of assets and limitations.

Interest questionnaires: In expressing preferences for particular types of jobs and activities, an individual is drawing on a mixture of information and misinformation. Preferences may be based on sound knowledge of the job, or he may be concerned with the money, prestige and glamour. A standard questionnaire we use helps sort out the pattern of preferences for different types of work-for work with things, people, words and figures, or for artistic or active outdoor pursuits. By using an interest test a pattern will emerge, even among young people who have absolutely no idea of which career they will enjoy most.

Consultation: Before seeing the applicant, the consultant studies the personal data form and the results of the aptitude tests and interest questionnaires. The consultation is used to "test out" the picture which emerges and to assess personality factors which may need to be taken into account in reaching decisions. The consultation will give a young person an opportunity of discussing in complete confidence his own feelings, attitudes and aspirations. It is often easier for young people to talk freely with a consultant who is not drawing out a young person's feelings with non-directive questions such as "tell me more about that" or "comparing this with that, which did you enjoy more?" than it is to discuss freely with parents, teachers, employers or friends.

In drawing conclusions, the consultant takes into account additional help and information obtained by looking at school reports, educational reports often provided by headmasters or career teachers at schools and the consultation with one or both parents who are seen separately by the consultant after the young person has been interviewed.

Report and recommendations: The information is drawn together and presented first to the young person and then to the parents and the results of the tests and questionnaires explained. An opportunity is given both to the young person and the parents to discuss the recommendations made and to raise questions or other comments. The assessment is very logical and it is important for everyone to have an agreed picture of the applicant concerned and to understand how conclusions can be drawn from this picture in a systematic and objective way.

The report presents the results of the tests, shows how the conclusions are drawn and makes recommendations. It also provides the consultant with an opportunity of giving details of relevant organizations to contact and reading material.

We have an "open ended" invitation to keep in touch with us and contact us again should any problems or questions arise. We also ask for future examination details to be sent to us so that we can make our comments, and have a follow-up questionnaire which is sent out two years after each assessment.

The assessment as described is in fact available not only to young applicants, but to people of all ages. With more mature applicants, more account is taken of career decisions so far, work experience, as well as attitudes. Quite a number of our applicants in fact are teachers who are considering a change.

For instance, working in a major store, outdoor physical labour and university education. We feel it is important that students emerge from school with a lively appreciation of occupations which they are not suited to, and of the people who are suited to them. In this way, we could have some good effect on our divided nation.

Careers relationships between our own and local commerce and industry and the industry and color to the deliberations of the students.

The sixth form course is a little different. We play many simulation games; investment, management and democratic organization. Some of our students have formed a Young Enterprise company, planning the staff with teacher, parents and the careers specialist.

The career years of our main course can be categorized as:

Finding out about myself. Finding out about occupations and people who do them.

Making decisions about my future. Getting, getting and keeping a job.

It is in the students of all abilities and potential destinations consider.

With young people, the earlier they come, the more we can help. Ideally young people should be seen taking of CSE or GCE O level qualifications. Even where young people are obviously moving towards a mature university qualification, it is still important to ensure the right relevance of this choice to applications for university, polytechnic or other forms of higher education.

It is also particularly important for some young people to decide whether they should go on with a level at all, or whether the national course should be more on vocational diplomas or technical colleges (for example, in business studies, engineering), or more practical training in apprenticeships, by day release or on a "sandwich" basis.

We have often found that young people apply themselves with much more confidence and enthusiasm when they are fully motivated by a sense of direction and specific career targets towards which to aim. Where people fail courses or under-achieve, it is often because they are working in a vacuum and with little purpose.

To sum-up, therefore, a vocational guidance organization, such as Career Analysts, provides a systematic assessment to help applicants understand themselves, their assets and limitations and the type, level and content of the education, training or career point of view which they need to reach the right and considered decisions on choice of subjects, qualifications, courses and relevant vocational careers.

The report prepared for us as a permanent record of what has been established, so that applicants can always use the information provided to future years to take up decisions on choice of subjects, qualifications and the impact of new developments on opportunities for employment.

and commerce are dirty, awkward and to be avoided where possible. We hope that close contacts with "real people" might help to alter this attitude a little.

This year we run our careers careers and employment "group" will be represented by about 20 advisers who take their stands for a 12-hour shift. The convention is held in a public sports centre, and the general public are welcome to view. Many of the advisers are direct contacts with the industry, meeting to agree aims and broad goals, we see the enterprise as a partnership.

Each student spends the previous month preparing with his form teacher. How would you organize a convention? "What do you want to know?" "What will you visit?" They fill in their own curriculum vitae and the names of the advisers they will see. Students visit the advisers during the day and with parents in the evening.

Careers education began by providing information to students about occupations, now with many of our students, it is an education of attitudes. We want students to emerge with a positive and informed attitude to the world of work, aware not only how, where, where to get and keep a job, but also how that job fits into the scheme of the nation's wealth creation.

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Masters/Mistresses	47
Scale 2 Posts	47
Remedial Posts	47
Scale 1 Posts	47

Headships	48
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Deputy Headships Senior	47
Masters/Mistresses	47
Scale 2 Posts	47
Remedial Posts	47
Scale 1 Posts	47

Education Dept
Lampton Road
FORGE LANE INF
Hardworth,
Head Teach
Required for September
Applications are invited
from experienced persons to
HEAD

69

Under school board's rule, only 11 years has to be the minimum with parent and child and a teacher. The board has the right to make a decision. The board has the right to make a decision.

sign
partment

SCHOOL
Resident-on-Sea
Preparatory
for Seafarers
CALLED to leave
U.S. and M.S.
person only) or
manor with names
two release.

December 1988, to Public Standard, (Circulation Director, National Government) married father with three children, the blacksmith.

December 1988, a teacher will be required, but another area, a complaint, will be

Department

etants

LABORATORY

60 boards
TEACHER of
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C.E. signord,
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Laboratory
in, Orisiel H

LABORATORY

1940-1941, 1942-1943, 1944-1945, 1946-1947, 1948-1949, 1950-1951, 1952-1953, 1954-1955, 1956-1957, 1958-1959, 1960-1961, 1962-1963, 1964-1965, 1966-1967, 1968-1969, 1970-1971, 1972-1973, 1974-1975, 1976-1977, 1978-1979, 1980-1981, 1982-1983, 1984-1985, 1986-1987, 1988-1989, 1990-1991, 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 2674-2675, 2676-2677, 2678-2679, 2680-2681, 2682-2683,

Caldwell School
of Nursing,
including a full
and the name and
the address, should
be furnished.
Overseas mail pre-
paid not reply.

AGRICULTURAL TRAINING BOARD

National Liaison Adviser

Education and Skills Testing

The Board wishes to appoint an Adviser to succeed Mr J. Shaw (who has been appointed Director of the Scottish Association of Young Farmers Clubs) to commence duties as soon as possible.

The main objectives of the Board are to increase the quantity and quality of training in the Agricultural and Horticultural Industries, the Liaison Adviser is responsible for maintaining the Board's links nationally with the Agricultural Education Service, and for fostering joint developments in Agricultural Education and Training in addition to the Liaison Adviser's close contact with the Agricultural Education Service. The post requires someone with considerable experience and knowledge of agricultural education, and a keen interest in training. He or she must have a good knowledge of the Agricultural Education Service and the confidence of the organisations associated with the Agricultural Industry.

Candidates, aged between 30 and 55, should normally be qualified to degree level and have had considerable experience in education and training.

Starting salary will be £9,071 per annum in a scale rising to £10,199 (max) plus London weighting of £326 per annum. Salaries are due for review on 1st April 1980. A contributory Pension Scheme operates. The post is based at Beckenham and will involve considerable travelling.

For further details and application form please apply to: Mr J. H. Dean, Personnel Manager, Agricultural Training Board, 320A Beckenham Road, Beckenham, Kent SE26 4PA. Tel: 01-650 4500 Ext. 255. Closing date for returned forms: 17th March 1980.

Playgroup Adviser

HIGH WYCOMBE

Salary: £4,644-£5,547 (pro-rata for part-time)

Would you like to join a team whose aim is to promote a better child care service in the High Wycombe area? We need a Playgroup Adviser with skills and knowledge of day care for the Under Fives who also is experienced in working and liaising with the adults caring for them. You will be a member of the Community Resources Team which includes the Fostering and Adoption Officers, the Child Minding Adviser, Intermediate Treatment Officer, Family Aides and the Voluntary Organiser and you will work with Social Workers and the staff of the Day Nursery. The vacant post could be filled by either a full-time or two part-time officers. Your work will be varied. It includes the registration and routine inspection of playgroups, the promotion of new groups, the coordination of training, liaison with groups and voluntary bodies and supporting voluntary groups. If you feel you have the skills and initiative to meet and develop the post, please request application forms from the:

Director of Social Services, County Hall, Aylesbury, Buckinghamshire HP21 1EZ. (Telephone: Aylesbury 5000, extension 381). CLOSING DATE: 7TH MARCH, 1980.

Buckinghamshire

FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA

One of the world's largest and oldest international schools serving the needs of the international community in Geneva. Foundation of the International School of Geneva. Three units situated on five campuses with 2,400 students representing 80 nationalities.

The Foundation seeks for its English language programme for September 1980 well qualified and motivated candidates with at least six years experience for the following post:

Principal, English Language Secondary Programme, La Grande Boissière, successful administrative experience in a multi-cultural setting. Facilities in French and English. A successful responsibility allowance is added to the base salary. In addition, teachers with at least three years experience are required for:

1. Economics: ability to develop business studies programme.
 2. Physics: with some integrated sciences teaching at junior secondary level.
 3. English/Drama: a theatre workshop is fully utilized throughout the school year.
- All secondary posts involve teaching to university entrance levels including the International Baccalaureate. International experience, proven adaptability, strong extra-curricular interests and fluency in more than one language are an advantage. Two year contracts; present salary scale: Str. 38,350 to Str. 55,099 (under review).

Letters of application, curriculum vitae, a recent photograph and current references should be forwarded immediately to the Director, English Secondary Programme, Foundation of the International School of Geneva, 1209 Geneva, Switzerland.

OVERSEAS Appointments continued

FINLAND

REHABILITATION TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Finnish Ministry of Education, P.O. Box 100, Helsinki, Finland. Tel: 09-15011.

SPAIN

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Spanish Ministry of Education, P.O. Box 100, Madrid, Spain. Tel: 01-5011.

ITALY

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Italian Ministry of Education, P.O. Box 100, Rome, Italy. Tel: 06-15011.

FRANCE

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: French Ministry of Education, P.O. Box 100, Paris, France. Tel: 01-5011.

GERMANY

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: German Ministry of Education, P.O. Box 100, Berlin, Germany. Tel: 030-15011.

NETHERLANDS

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Dutch Ministry of Education, P.O. Box 100, The Hague, Netherlands. Tel: 070-15011.

BELGIUM

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Belgian Ministry of Education, P.O. Box 100, Brussels, Belgium. Tel: 02-15011.

LUXEMBOURG

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Luxembourg Ministry of Education, P.O. Box 100, Luxembourg, Luxembourg. Tel: 02-15011.

PORTUGAL

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Portuguese Ministry of Education, P.O. Box 100, Lisbon, Portugal. Tel: 01-15011.

GREECE

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Greek Ministry of Education, P.O. Box 100, Athens, Greece. Tel: 01-15011.

TURKEY

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Turkish Ministry of Education, P.O. Box 100, Ankara, Turkey. Tel: 0312-15011.

ISRAEL

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Israeli Ministry of Education, P.O. Box 100, Jerusalem, Israel. Tel: 02-15011.

JAPAN

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Japanese Ministry of Education, P.O. Box 100, Tokyo, Japan. Tel: 03-15011.

KOREA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Korean Ministry of Education, P.O. Box 100, Seoul, Korea. Tel: 02-15011.

TAIWAN

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Taiwanese Ministry of Education, P.O. Box 100, Taipei, Taiwan. Tel: 02-15011.

HONG KONG

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Hong Kong Ministry of Education, P.O. Box 100, Hong Kong. Tel: 02-15011.

SINGAPORE

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Singapore Ministry of Education, P.O. Box 100, Singapore. Tel: 04-15011.

MALAYSIA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Malaysian Ministry of Education, P.O. Box 100, Kuala Lumpur, Malaysia. Tel: 03-15011.

INDONESIA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Indonesian Ministry of Education, P.O. Box 100, Jakarta, Indonesia. Tel: 021-15011.

THAILAND

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Thai Ministry of Education, P.O. Box 100, Bangkok, Thailand. Tel: 02-15011.

PHILIPPINES

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Philippine Ministry of Education, P.O. Box 100, Manila, Philippines. Tel: 02-15011.

VIETNAM

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Vietnamese Ministry of Education, P.O. Box 100, Hanoi, Vietnam. Tel: 04-15011.

CAMBODIA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Cambodian Ministry of Education, P.O. Box 100, Phnom Penh, Cambodia. Tel: 023-15011.

LAOS

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Lao Ministry of Education, P.O. Box 100, Vientiane, Laos. Tel: 021-15011.

BURMA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Burmese Ministry of Education, P.O. Box 100, Yangon, Burma. Tel: 09-15011.

SRI LANKA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Sri Lankan Ministry of Education, P.O. Box 100, Colombo, Sri Lanka. Tel: 011-15011.

MALDIVES

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Maldivian Ministry of Education, P.O. Box 100, Malé, Maldives. Tel: 03-15011.

NEW ZEALAND

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: New Zealand Ministry of Education, P.O. Box 100, Wellington, New Zealand. Tel: 04-15011.

AUSTRALIA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Australian Ministry of Education, P.O. Box 100, Canberra, Australia. Tel: 06-15011.

CANADA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Canadian Ministry of Education, P.O. Box 100, Ottawa, Canada. Tel: 06-15011.

UNITED STATES

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: US Ministry of Education, P.O. Box 100, Washington, DC, USA. Tel: 202-15011.

MEXICO

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Mexican Ministry of Education, P.O. Box 100, Mexico City, Mexico. Tel: 055-15011.

CUBA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Cuban Ministry of Education, P.O. Box 100, Havana, Cuba. Tel: 05-15011.

DOMINICAN REPUBLIC

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Dominican Ministry of Education, P.O. Box 100, Santo Domingo, Dominican Republic. Tel: 01-15011.

PUERTO RICO

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Puerto Rican Ministry of Education, P.O. Box 100, San Juan, Puerto Rico. Tel: 09-15011.

VENEZUELA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Venezuelan Ministry of Education, P.O. Box 100, Caracas, Venezuela. Tel: 0212-15011.

COLOMBIA

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Colombian Ministry of Education, P.O. Box 100, Bogotá, Colombia. Tel: 01-15011.

PERU

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Peruvian Ministry of Education, P.O. Box 100, Lima, Peru. Tel: 01-15011.

CHILE

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Chilean Ministry of Education, P.O. Box 100, Santiago, Chile. Tel: 02-15011.

ARGENTINA

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PARAGUAY

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Paraguayan Ministry of Education, P.O. Box 100, Asunción, Paraguay. Tel: 021-15011.

URUGUAY

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BRAZIL

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Brazilian Ministry of Education, P.O. Box 100, Brasília, Brazil. Tel: 061-15011.

ECUADOR

TEACHER with experience in teaching physical handicapped children. From September 1981 to May 1981. Salary: 10,000-12,000. Applications with curriculum vitae and references to: Ecuadorian Ministry of Education, P.O. Box 100, Quito, Ecuador. Tel: 051-15011.

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THE TIMES EDUCATIONAL SUPPLEMENT 22.2.80

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CAREERS OFFICER

AP3/4 £4,080/£5,067

Applicants should preferably be qualified Career Officers, but consideration will be given to others with suitable qualifications and experience. Starting salary will depend on qualifications, but holders of the Diploma in Career Guidance or its equivalent will be considered for the post. The post is full-time and involves a full range of duties in the provision of career guidance and counselling to school leavers and young adults. The post is based at the Boltan Metropolitan Borough Council Offices, 100, High Street, Bolton, Lancashire, B4 4AA. Applications should be sent to the Director of Personnel, Boltan Metropolitan Borough Council, 100, High Street, Bolton, Lancashire, B4 4AA. Closing date: 17th March 1980.

CITY OF CHESTER

CITY OF SALFORD

CITY OF MANCHESTER

CITY OF LIVERPOOL

CITY OF BIRMINGHAM

CITY OF GLoucester

CITY OF Exeter

CITY OF Plymouth

CITY OF Devon

CITY OF Cornwall

CITY OF Dorset

CITY OF Wiltshire

CITY OF Hampshire

CITY OF Oxfordshire

CITY OF Berkshire

CITY OF Gloucestershire

CITY OF Wiltshire

CITY OF Dorset

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